DOCUMENT RESUME

ED 248 085 RC 014 933

TITLE	CHOICE (Challenging Options in Career Education): Overview of Curriculum Materials.
INSTITUTION	Mid-Hudson Migrant Education Center, New Paltz, NY.; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.
SPONS AGENCY	Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
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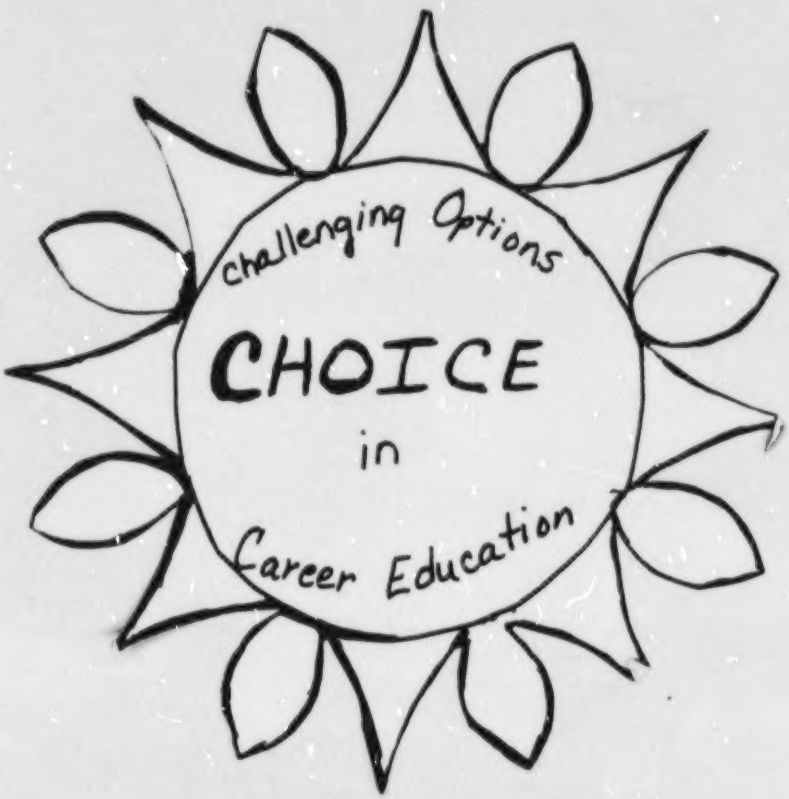
GRANT	28-84-0023
NOTE	85p.; For related documents, see RC 014 934-946. Best copy available. Some pages may not reproduce well due to small print.
AVAILABLE FROM	CHOICE, P. O. Box 250, New Paltz, NY 12561.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Career Awareness; *Career Education; Career Exploration; *Decision Making; Educational Games; Elementary Secondary Education; *Instructional Materials; Job Skills; Learning Activities; *Migrant Education; Occupational Clusters; *Occupational Information; Pretests Posttests; Relevance (Education); Spanish; Teaching Guides; Workbooks
IDENTIFIERS	*CHOICE (Career Education Curriculum); *Self Awareness

ABSTRACT

Designed to teach migrant students about the world of work, CHOICE (Challenging Options in Career Education) guides career exploration through exposure to 60 occupations in 15 occupational clusters and shows how academic subjects relate to jobs and careers. The CHOICE curriculum contains two sets of materials. The advanced set, for junior and senior high school students, provides career and job information and basic job market entry skills information in three illustrated volumes, on three reading levels (grades 3 and 5 and high school), written in English and in Spanish. "Occupational Resources," the first text, describes the skills, tasks, tools, training, and work environment for 60 occupations. "Career Notes," is the second text. This job skills workbook includes information and activities about self-awareness, work readiness, forms and applications, employment agencies, career clusters, resumes, and interviews. The third text, Mission Information, is a work-study guide; it is a handbook for interviews, shadowing experience (learning by observing), and work experience. Activities include stories, fact sheets, cartoons, poems, and interviews. The basic set of materials, for students in grades K-6, includes illustrated activity folders, student and teacher logs, and pre- and post-tests that provide job role, self-awareness, and decision-making information. Activities include stories, games, puzzles, and audio tapes. Performance objectives and student profile sheets are included. Appended is material that explains the program in detail, information for conducting training sessions, and contact information for training and consultant services. (SB)

ED248085

[redacted]



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CHOICE

CHallenging Options In Career Education

Career Education Curriculum Materials

were developed at

Mid-Hudson Migrant Education Center

SUNY New Paltz

in cooperation with:

Ulster County CETA

Sullivan County BOCES

Ulster County BOCES

Putnam/Northern Westchester County BOCES

with funding from:

CETA

ESEA Section 143

Career Education Incentive Act.

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The sample pages presented herein are reductions from the standard 8½ by 11 page size in which the texts, workbooks, activity folders, and logs are printed.

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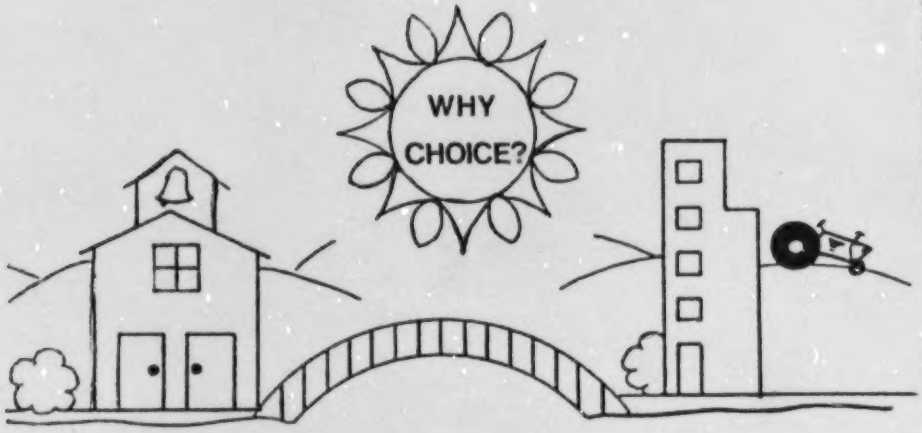

CHOICE IS THE BRIDGE
BETWEEN SCHOOL AND THE WORKING WORLD

CHOICE MAKES SCHOOL RELEVANT BY SHOWING HOW ACADEMIC SUBJECTS RELATE TO JOBS AND CAREERS.

CHOICE GUIDES CAREER EXPLORATION THROUGH EXPOSURE TO A WIDE VARIETY OF OCCUPATIONS.

CHOICE OFFERS A FOUNDATION FOR ENTERING THE JOB MARKET

CHOICE FOCUSES ON THE NEEDS OF INDIVIDUALS.

CHOICE PROMOTES SUCCESS THROUGH MASTERY LEARNING.

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WHAT IS CHOICE?

CHOICE IS A CAREER EDUCATION CURRICULUM DESIGNED TO TEACH ABOUT THE WORLD OF WORK

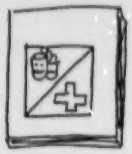
ADVANCED (A) MATERIALS: A TEXTBOOK AND 2 CONSUMABLE WORKBOOKS PROVIDE CAREER/JOB AND BASIC JOB MARKET ENTRY SKILL INFORMATION FOR JUNIOR AND SENIOR HIGH SCHOOL LEARNERS.

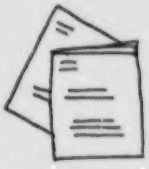
OCCUPATIONAL RESOURCES
RECURSOS DE TRABAJO
(a career/job information textbook)

CAREER NOTES
APUNTES DE LA CARERRA
(a job skills workbook)

MISSION INFORMATION
MISION INFORMACION
(a work-study guide)

BASIC (B) MATERIALS: 7 LEVELS OF MATERIALS PROVIDE JOB AND ROLE, SELF-AWARENESS, AND DECISION MAKING INFORMATION FOR LEARNERS IN GRADES K-6.





Also available in Spanish

ACTIVITY FOLDERS (non-consumable)

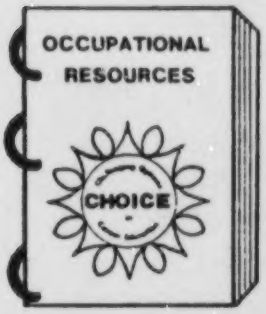
LEARNER LOG (consumable)

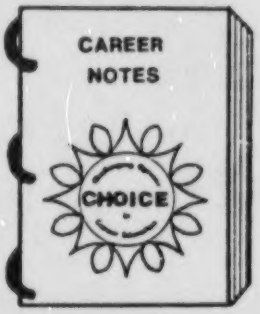
TEACHER LOG/GUIDE (non-consumable)

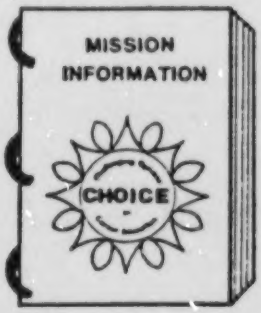
PRE-/POST-ASSESSMENT (consumable)

ADVANCED (A) MATERIALS

ADVANCED (A) MATERIALS: suggested for Junior or Senior high school learners.







CAREER/JOB INFORMATION TEXT

INCLUDES:

SKILLS & TASKS

TOOLS & EQUIPMENT

TRAINING NEEDED

WORK ENVIRONMENT

FOR 60 OCCUPATIONS

JOB SKILLS WORKBOOK

INCLUDES INFORMATION AND ACTIVITIES ON:

SELF AWARENESS

WORK READINESS

FORMS & APPLICATIONS

EMPLOYMENT AGENCIES

CAREER CLUSTERS

RESUME WRITING

PREPARATION FOR INTERVIEWS

WORK-STUDY GUIDE

HANDBOOK FOR:

EMPLOYEE INTERVIEWS

SHADOWING EXPERIENCE

WORK EXPERIENCE

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OCCUPATIONAL RESOURCES

THE CAREER/JOB INFORMATION TEXTBOOK

OF THE

ADVANCED (A) MATERIALS

RECURSOS DE TRABAJO

The material in Occupational Resources is written in English on three reading levels (high school, fifth grade, and third grade) and in Spanish. Since selections in each Occupational Resources version present the same information and develop the same underlying basic career concepts, the version should be chosen to suit the reading needs of the learner.

ON THE FOLLOWING TWO PAGES THE OCCUPATIONS, CAREER CLUSTERS, AND FORMATS OF THE SELECTIONS FOUND IN EACH VERSION OF OCCUPATIONAL RESOURCES ARE LISTED.

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OCCUPATIONAL RESOURCES

CAREER CLUSTER	OCCUPATION	FORMAT
Agribusiness	Cooperative Extension Agent	Story
	Farm Co-op Manager	Interview
	Horticulturist	Fact Sheet
	Organic Truck Farmer	Cartoon
Arts and Humanities	Animation Cartoonist	Cartoon
	Bilingual Adult Instructor's Aide	Story
	Sculptor (Welded Metal)	Interview
	Studio Musician	Poem
Business and Office	Key Punch Operator	Story
	Real Estate Agent	Interview
	Small Business Owner	Poem
	Tax Assessor's Aide	Fact Sheet
Communication and Media	Computer Systems Analyst	Cartoon
	Library Technician	Fact Sheet
	Offset Press Operator	Interview
	Telephone Operator Trainee	Story
Construction	Architectural Drafter	Poem
	Conservation Laborer	Story
	Heavy Equipment Operator	Story
	Painter/Paperhanger	Fact Sheet
Consumer and Homemaking	Day Care Worker	Story
	Hotel Cook	Poem
	Refrigeration and Air Conditioning Mechanic	Fact Sheet
	Stock Clerk	Interview
Environmental Control	Earth Science Teacher	Poem
	Ecologist	Interview
	Exterminator (Pest Control Routeworker)	Poem
	Surveyor	Story

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Health and Safety	Chiropractor	Interview
	Dental Assistant	Fact Sheet
	Licensed Practical Nurse	Story
	X-Ray Technician	Poem
Hospitality and Recreation	Cross Country Ski Instructor	Cartoon
	Executive Housekeeper	Story
	Recreational Therapist	Story
	Roller Rink Owner/Manager	Poem
Manufacturing	Optical Mechanic	Fact Sheet
	Production Supervisor	Story
	Solar Engineer	Interview
	Upholstery Repairer	Fact Sheet
Marine Science	Coast Guard Boatswain's Mate	Interview
	Coast Guard Quartermaster	Poem
	Fish Hatchery Technician	Fact Sheet
	Fish Retailer	Poem
Marketing and Distribution	Advertising Copywriter	Fact Sheet
	Auto Parts Salesworker	Poem
	Buyer	Cartoon
	Mechanical Artist	Story
Personal Services	Building Maintenance Worker	Fact Sheet
	Business Machine Service Technician	Cartoon
	Cosmetologist	Story
	Masseuse	Story
Public Services	Clergy Member/Minister	Interview
	Employment Counselor	Fact Sheet
	Paralegal	Story
	Wastewater Treatment Operator	Cartoon
Transportation	Diesel Mechanic	Interview
	Long Distance Truck Driver	Poem
	Motorcycle Salesworker	Story
	Taxicab Driver	Fact Sheet

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INTERVIEW

Following is the beginning of a real estate agent selection written in interview format. This career information is written on a high school reading level.

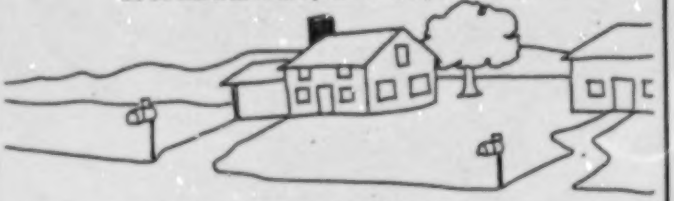
REAL ESTATE AGENT

Maryanne: Good morning, Ms. Potter. Thanks for seeing me today.

Ms. Potter: You're welcome, Maryanne. I enjoy interviews, especially with students. What would you like to know today?

Maryanne: I'm just starting to find out about the real estate business. Could you tell me what you do every day?

Ms. Potter: I spend a lot of time driving around in my car by myself just looking at houses and property. This way I get a pretty good idea of what neighborhoods are like. I have to stay on friendly terms with people in the community. It's important that they know about what I do. I also spend a lot of time especially during weekends and evenings driving around with people (sometimes whole families) who are interested in seeing houses they might like to buy.



Maryanne: How often do you sell property? Is it every day?

Ms. Potter: No. Sometimes I don't sell anything for weeks or months. Winter is a slow season. I can usually count on a lot of sales in spring. In winter I do most of my looking around--in spring I'm really prepared to show people what's available and to their liking.

Maryanne: I didn't know a real estate agent did that much. You really keep busy.

Ms. Potter: I sure do, but I only have to work at my own pace. If I wanted to, I could work part time or maybe just on weekends. My hours have to be flexible because my clients can't always be free from 9-5.

Maryanne: I bet that the more you work, the more money you make.

Ms. Potter: That's not true in my business. You see, I work on commission. That means I get a certain percentage of the selling price on all the sales I make. For example, let's say I get 10% on my commission. If I sell one house for fifty thousand dollars, I make five thousand dollars on the sale. If I sell two pieces of property for ten

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INTERVIEW (Third Grade Reading Level)

... on a third grade reading level...

Real Estate Agent

Mary: Good morning, Mrs. Brown. Thanks for seeing me today.

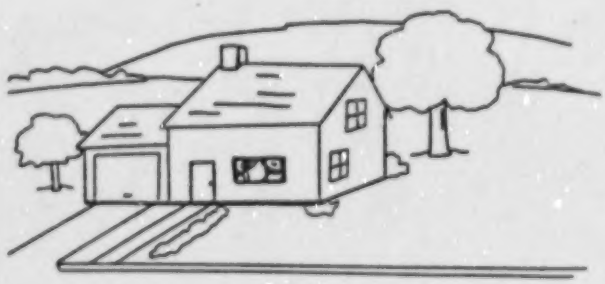
Mrs. Brown: I like talking about my work. What would you like to know about a real estate agent's job?

Mary: What do you do every day?

Mrs. Brown: I look at houses and property. I drive people to see houses. I try to sell them a house. Sometimes I work evenings and weekends.

Mary: How often do you sell property?

Mrs. Brown: Sometimes I don't sell anything for weeks or months. Winter is a slow time. In Spring I take people to see the property. That's when I make many sales.



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INTERVIEW (Fifth Grade Reading Level)

Comparable information about a real estate agent written on a fifth grade reading level...

REAL ESTATE AGENT

Maryanne: Good morning, Mrs. Potter. Thanks for seeing me today.

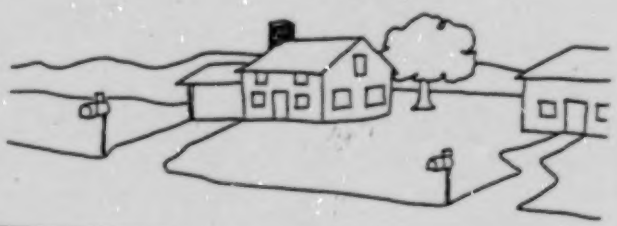
Mrs. Potter: You're welcome Maryanne. I like talking about my work as a real estate agent. What would you like to know?

Maryanne: Could you tell me what you do every day?

Mrs. Potter: I spend time driving around alone to look at houses and property to get to know neighborhoods. I also spend time driving people to see houses and property for sale mostly in the evenings and on weekends.

Maryanne: Do you sell property every day?

Mrs. Potter: No. Sometimes I don't sell anything for weeks or months. Winter is often a slow season, so I do a lot of looking around then. By Spring I'm prepared to show people what's available.



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INTERVIEW (Spanish)

...and in Spanish.

It should be noted that it is not the intent to have a translation of the materials. The intent is the development of career knowledge and concepts in the learner.

AGENTE DE BIENES RAICES

Cecilia: Buenos días, Sra. Fernández. Gracias por verme hoy.

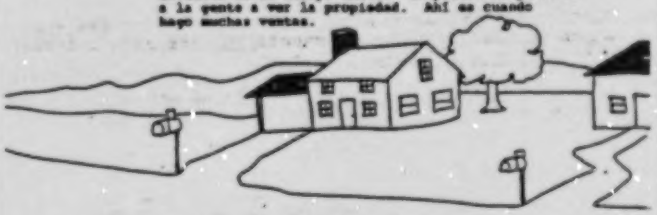
Sra. Fernández: Me gusta hablar sobre mi trabajo. ¿Qué le gustaría a usted saber sobre el trabajo de un agente de bienes raíces?

Cecilia: ¿Qué es lo que hace usted cada día?

Sra. Fernández: Yo miro propiedades y casas. Yo llevo gente a ver las casas. Trato de venderles una casa. Algunas veces trabajo al atardecer y durante los fines de semana.

Cecilia: ¿Qué tan a menudo vende una propiedad usted?

Sra. Fernández: Algunas veces yo no vendo nada durante semanas o meses. Invierno es un tiempo lento. En primavera yo llevo a la gente a ver la propiedad. Ahí es cuando hago muchas ventas.



Cecilia: Yo no sabía que un agente de bienes raíces se mantenía tan ocupado.

Sra. Fernández: Sí, yo estoy ocupada. Puedo trabajar cuando quiero. Puedo trabajar pocas o muchas horas. Trabajo cuando hay gente que tiene tiempo de mirar una propiedad.

Cecilia: Apuesto a que usted hace más dinero cuando trabaja largas horas.

Sra. Fernández: Yo sólo hago dinero cuando vendo propiedad. Lo que yo hago se llama comisión. La comisión es un porcentaje sobre el precio de venta. Cuando mi comisión es del 10%, yo hago $5,000 de una venta de $50,000.

(1) ABP

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CAREER NOTES

THE JOB SKILLS WORKBOOK OF THE ADVANCED (A) MATERIALS

APUNTES DE LA CARRERA

The purpose of Career Notes is to help youth develop skills that will prepare them for entry into the job market. Information is presented in a variety of formats including cartoons and activities.

Listed on the following page are the units and corresponding performance objectives included in Career Notes.

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Unit Title	Students will...
Know Yourself	explore and write about personal characteristics.
Values	relate personal values to career goals.
Work Readiness Skills	review appropriate dress, attendance, punctuality, getting along with others in various work environments.
First Applications	fill out applications for social security card and working papers.
Use Resources	make use of reading materials, people, personal experiences to help reach goals.
Career Clusters	learn about the 15 career clusters.
Write Away	write letters requesting career related information.
Organize and Present the Facts About You	make a record of personal facts, fill out job applications, write a resume and a cover letter of introduction.
Learn About Yourself	take aptitude test and record findings.
Know About the Working World	learn where to look for jobs (emphasis on employment agencies, newspaper want ads).
Apprenticeship	read about apprenticeship, and write for more information.
Career Advancement	review work readiness skills and learn career advancement skills and attitudes.
Job Changes	read information preparing for successful job changes.

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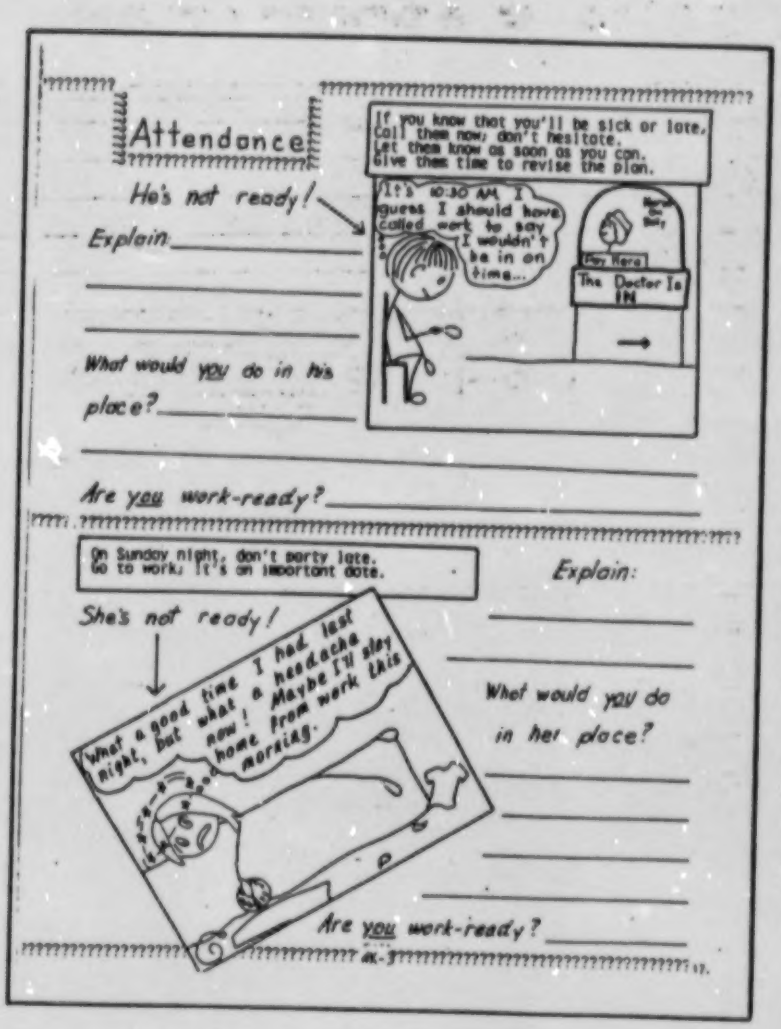
CARTOON

Following is part of a cartoon utilized in developing work-readiness skills.


Attendance
He's not ready!
Explain
What would you do in this place?
Are you work-ready?
If you know that you'll be sick or late, Call them now, don't hesitate. Let them know as soon as you can. Give them time to revise the plan.
It's 10:30 AM. I guess I should have called work to say I wouldn't be in on time...
Hey Here
The Doctor Is IN
On Sunday night, don't party late. Go to work. It's an important date.
She's not ready!
What a good time I had last night, but what a headache now! Maybe I'll stay home from work this morning.
Explain:
What would you do in her place?
Are you work-ready?

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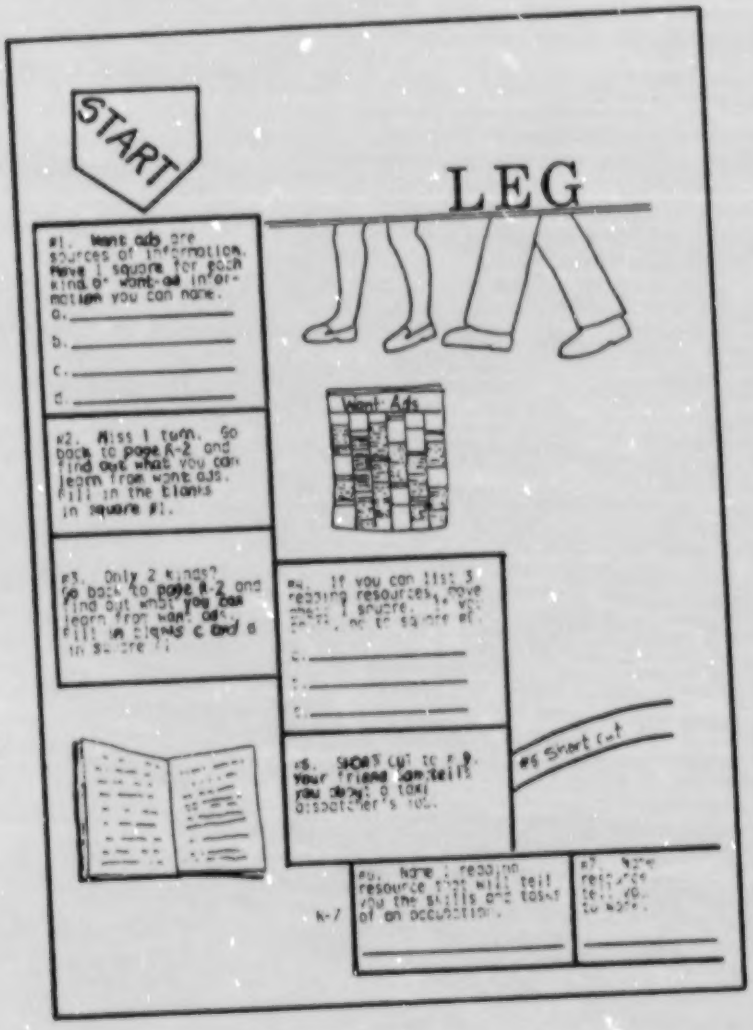
REINFORCEMENT ACTIVITY

This is part of a reinforcement activity for youth to complete following the "Use Resources" section in Career Notes.


START
LEG
#1. Want ads are sources of information. Have 1 square for each kind of want-ad information you can name.
a.
b.
c.
d.
#2. Miss 1 turn. Go back to page A-2 and find out what you can learn from want ads. Fill in the blanks in square #1.
#3. Only 2 kinds? Go back to page A-2 and find out what you can learn from want ads. Fill in blanks c and d in square #1.
Want Ads
#4. If you can list 3 reading resources, move ahead 1 square. If not, go to square #1.
#5. Short cut to #9. Your friend Joe tells you about a taxi dispatcher's job.
#6 Short cut
#7. Name a resource that will tell you the skills and tasks of an occupation.
#7. Name a resource that will tell you how to save.

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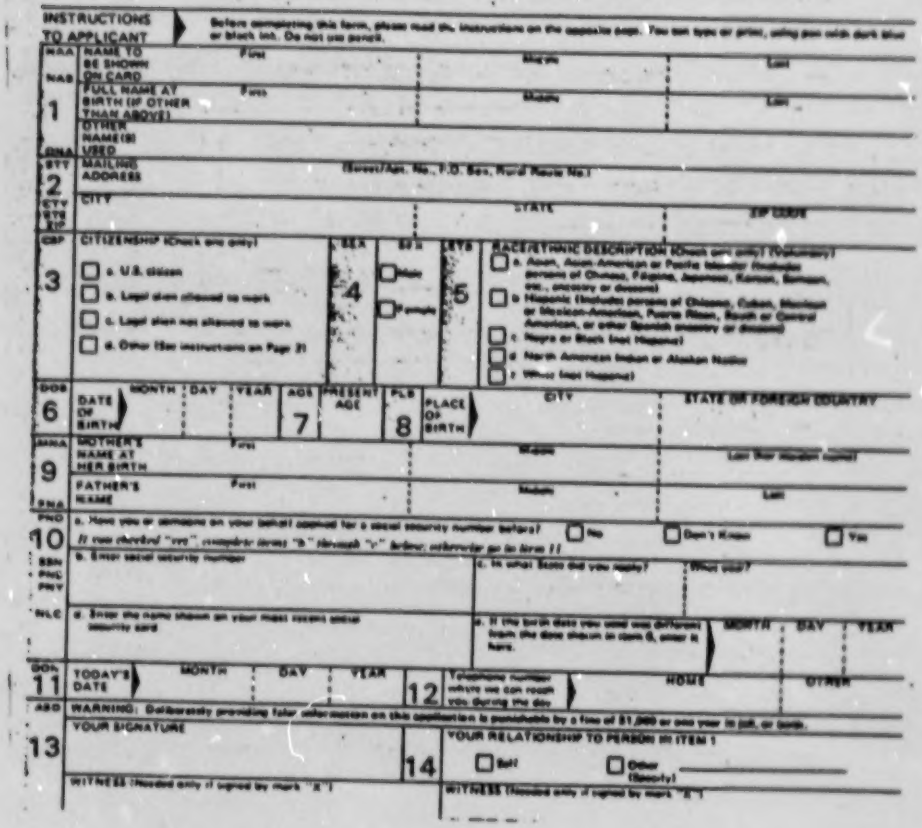
APPLICATION

Form completion is a necessity for job entry and advancement. Youth are given opportunities to complete the needed forms and to collect the necessary background information. This is part of one of the forms youth learn to complete.

SAMPLE APPLICATION



INSTRUCTIONS TO APPLICANT — Before completing this form, please read the instructions on the opposite page. You can type or print, using pen with dark blue or black ink. Do not use pencil.

1 — NAME TO BE SHOWN ON CARD (First, Middle, Last)

FULL NAME AT BIRTH (IF OTHER THAN ABOVE) (First, Middle, Last)

OTHER NAME(S) USED

2 — MAILING ADDRESS (Street/Apt. No., P.O. Box, Rural Route No.)

CITY — STATE — ZIP CODE

3 — CITIZENSHIP (Check one only)
- a. U.S. citizen
- b. Legal alien allowed to work
- c. Legal alien not allowed to work
- d. Other (See instructions on Page 2)

4 — SEX: Male / Female

5 — RACE/ETHNIC DESCRIPTION (Check one or more if necessary)
- a. Asian, Asian American or Pacific Islander (includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent)
- b. Hispanic (includes persons of Chinese, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
- c. Negro or Black (not Hispanic)
- d. North American Indian or Alaskan Native
- e. White (not Hispanic)

6 — DATE OF BIRTH (Month, Day, Year) — 7 — PRESENT AGE — 8 — PLACE OF BIRTH (City, State or Foreign Country)

9 — MOTHER'S NAME AT HER BIRTH (First, Middle, Last) — FATHER'S NAME (First, Middle, Last)

10 — a. Have you or someone on your behalf applied for a social security number before? ☐ No ☐ Don't Know ☐ Yes
If you checked "yes", complete items "b" through "e" below; otherwise go on to item 11.
b. Enter social security number — c. In what State did you apply? — What city?
d. Enter the name shown on your most recent social security card — e. If the birth date you used was different from the one shown in item 6, enter it here. (Month, Day, Year)

11 — TODAY'S DATE (Month, Day, Year) — 12 — Telephone number where we can reach you during the day (Home / Other)

WARNING: Deliberately providing false information on this application is punishable by a fine of $1,000 or one year in jail, or both.

13 — YOUR SIGNATURE — WITNESS (Needed only if signed by mark "X")

14 — YOUR RELATIONSHIP TO PERSON IN ITEM 1: ☐ Self ☐ Other (Specify) _____ — WITNESS (Needed only if signed by mark "X")

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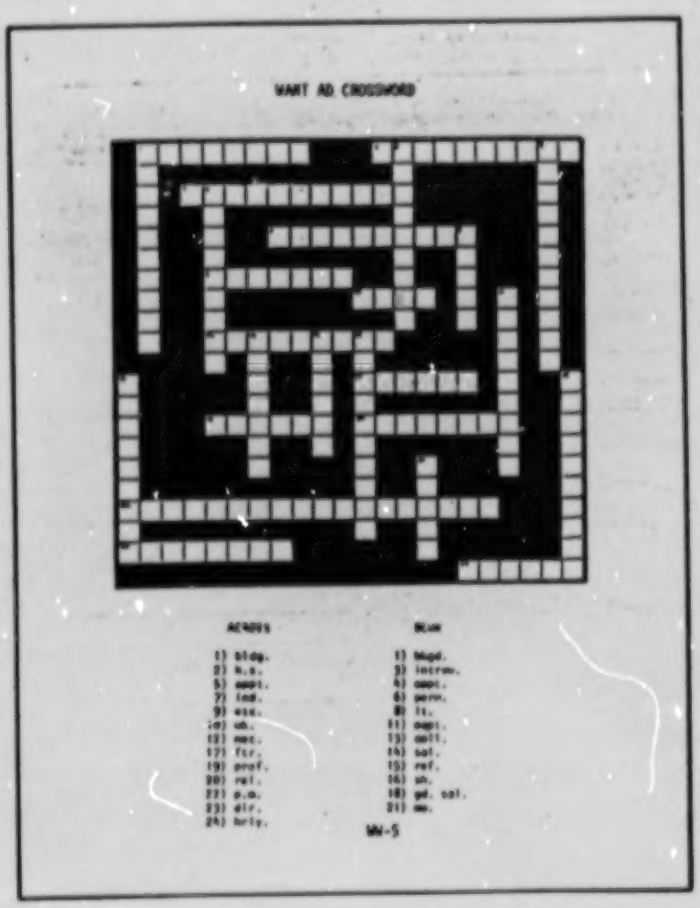
ABBREVIATION CROSSWORD

Common abbreviations basic to the understanding of want ads are presented in this crossword puzzle from Career Notes.



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MISSION INFORMATION

THE WORK STUDY GUIDE OF THE ADVANCED (A) MATERIALS

MISION INFORMACION

Mission Information is a work-study guide that presents a structured introduction to the job market.

Learners: (1) interview community workers
(2) shadow community workers
(3) participate in work-study activities

The learner demonstrates mastery of mission tasks by completing report forms. Samples of completed forms for each task are provided as an aid to the learner.

On the following two pages is the Table of Contents for Mission Information.

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MISSION INFORMATION

Visit work sites in your community to learn about occupations.

TABLE OF CONTENTS

MISSION #1: WORK SITE INTERVIEW	Unit Page
Introduction	1-1
Instructions for step #1: a) Read sample Resource Inquiry. b) Use resources to learn about an occupation. c) Fill out your own Resource Inquiry.	1-2
Instructions for step #2: a) Read sample Interview Inquiry. b) Interview a worker about on-the-job tasks, tools, training, work conditions, etc. c) Fill out your own Interview Inquiry.	1-7
Instructions for step #3: a) Read sample Reaction Report b) Fill out your own Reaction Report based on your interview experience.	1-12
Instructions for step #4: a) Read sample Fact Report. b) Choose a format and write your own Fact Report to show what you learned from the Work Site Interview.	1-15

MISSION #2: SHADOWING COMMUNITY WORKERS	Unit Page
Introduction	S-1
Instructions for step #1: a) Read sample Shadow Reports in Occupational Resources if available. b) Read sample Resource Inquiry. c) Use resources to learn about the occupation you'll shadow. d) Fill out your own Resource Inquiry.	S-2
Instructions for step #2: a) Read sample Shadow Inquiry. b) Shadow a worker at a community work site. c) Fill out your own Shadow Inquiry.	S-7

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TABLE OF CONTENTS continued

Instructions for step #3:
a) Read sample Reaction Report.
b) Fill out your own Reaction Report based on your shadowing experience. S-12

Instructions for step #4:
a) Read sample Fact Report.
b) Choose a format and write your own Fact Report to show what you learned from Shadowing a Community Worker. S-15

MISSION #3: WORK EXPERIENCE PROGRAM Unit Page

Introduction E-2

Instructions for step #1:
Draw up and sign a Work Contract and a Goal Sheet with your teacher and employer. E-3

Instructions for step #2:
Fill out a Work Report at the end of each week to describe your progress and reactions to your work experience. E-6

Instructions for step #3:
a) Read sample Worker's Summary Report.
b) Fill out your own Worker's Summary Report based on your experience in the Work Experience Program.
c) Discuss your Worker's Summary Report and the Employer's Evaluation of your work with your teacher and employer. E-8

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MISSION INFORMATION

This is an example of a completed report form for the learner to use as a guide.

Sample

RESOURCE INQUIRY

p. 1

DIRECTIONS: The Resource Inquiry section is two pages long. The topics you'll be learning about are listed on these pages. When you fill in the information you find, name your information sources, including page numbers or chapter headings of reading materials. Show whether your information came from talking with people, by reading, or through your own experiences by writing the letters "P," "R," or "E" at the beginning of each item you fill out.

Occupation: Miner/Laborer

Reading Materials: | Page numbers:

Occupational Outlook Handbook 588 - 589

Encyclopedia of Careers Vol I 447 - 448

Skills and Tasks:

(R) Drilling, blasting, mucking, loading, hauling and setting ore or minerals

(R) Constructing tunnel supports

Work Places and Conditions (including average hours worked, advantages, hazards):

(E) Above and below the ground / (P) Hours - 8AM - 4PM

(P) Often poorly lit, sometimes wet tunnels

(P) Advantages - strong union, good pay, some opportunity for advancement Hazards: high rate of work related sickness and high accident rate

Training Places and Key Skills Learned at Each Place:

(R-P) On-the-job training	Drilling, blasting and constructing operating equipment
(R) High school and college	Knowledge of geology and geography

L

S-3

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MISSION INFORMATION

This is an example of a report form that the learner completes.

REACTION REPORT

Occupation: _____

One capability strength that would help me do this job well:

_____

_____

_____

What job-getting skills would you use to get a job in this occupation?

_____

_____

_____

One experience I've had which would help me do this type of work well is:

_____

_____

_____

_____

_____

Circle One
This job seemed . . . Exciting Interesting Ordinary Dull

Circle One
I would would not enjoy doing this type of work.

Explain Your Answer: _____

_____

_____

_____

S-1A

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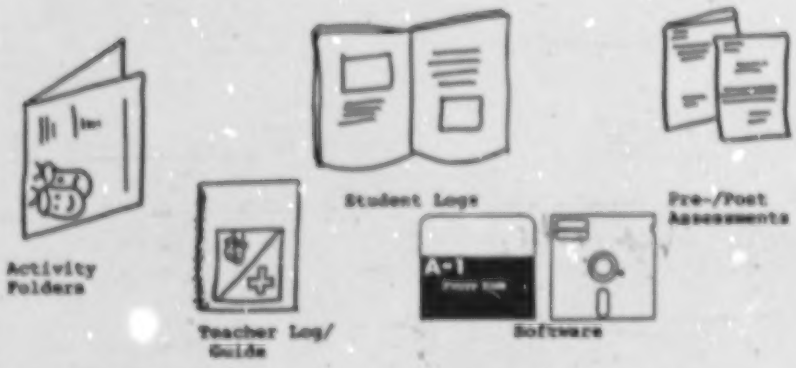
BASIC (B) MATERIALS

BASIC (B) MATERIALS: 7 LEVELS FOR LEARNERS IN GRADES R-6.

Also available in Spanish



A MINIMUM OF 20 ACTIVITY FOLDERS AT EACH LEVEL ARE PRESENTED TO DEVELOP THE CAREER CONCEPTS IN THE FOLLOWING STRANDS:

3 STRANDS

SELF AWARENESS
- Values

JOB & ROLE AWARENESS
- Tools and Equipment
- Training
- Skills & Tasks
- Work Environment

DECISION MAKING/GOAL ATTAINING
- Know Values
- Use Resources
- Know Options and Outcomes
- Decide
- Plan
- Act
- Check Progress
- Modify Goals If Necessary
- Attain Goal

ACTIVITIES INCLUDE:

- Stories
- Games
- Puzzles
- Audio Tapes

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ACTIVITY FOLDER

This is a sample cover from a P-4 activity folder. Please note the directions, materials included, and materials needed sections of the cover.

Also available in Spanish

P4-JCB-S **Workers Talkin' Out**

Directions:

Listen to taped song; look at pictures, and read lyrics.

Materials:

Included:
- Taped song
- Pictures
- Lyrics

Needed:
- Tape recorder

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ACTIVITY FOLDER

These are samples from activity folders shown in both the English and Spanish versions.

Logger

We want to hear about the work you do.
Logger, what's it like for you?

Well, some trees are good for books and boats,
And some are good for lots more.
I pick the trees that are best for our use
And I cut them with a big chain saw.

But is it safe?

I always wear a hard hat, and steel-toed boots,
And heavy gloves, and a jacket.
Sometimes I even wear plugs in my ears
To protect them from the racket.

The saw is loud!

Then I measure each log with a Doyle scale
To see how many feet of board I took.
Then my buddies and I drag them down to the river
With a skidder and a hook.

Talador

Queremos oir acerca del trabajo que usted hace.
Talador, ¿qué tal le va a usted?

Bueno, algunos árboles están bien para libros y botes,
Y algunos están bien para muchas cosas más.
Yo escojo los árboles que son mejores para nuestro uso,
Y los corto con una gran sierra de cadena.

¿Pero es seguro?

Siempre uso un casco duro y botas con punteras de acero,
Y guantes fuertes y una chaqueta.
Algunas veces allo llevo tapones en los oídos
Para protegerlos de tanto ruido.

¡La sierra es ruidosa!

Luego mido cada tronco con una escala Doyle
Para ver cuántos pies de madera corjo.
Después mis compañeros y yo los arrastro hacia el río
Con un resbalador y un gancho.

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STUDENT LOG

The student log is a consumable workbook that reinforces job and role
mation presented in the CHOICE curriculum.

This is a page from the student log at the second level--B-2. Learner
to identify tools used by the worker pictured.

Com
thi

B-2 Television Repairer
Classifying Tools
Draw a circle around each tool used by television repairers at work. Put
an X on each tool not used by television repairers at work.

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TEACHER LOG/GUIDE

The teacher log/guide includes the same pages as the student log with the addition of teacher pages. These teacher pages include stories to be read to the students and directions for the student log pages. Answers are included, however, when a learner presents a valid reason for a differing answer, it will be accepted. This is the teacher log/guide for the facing student page.

B-2 Television Repairer

Television repairers fix broken televisions and radios. They go to school to learn about the equipment to use. Some television repairers take courses through the mail to learn the job.

Some television repairers work in shops. People take their broken televisions to the shops to be repaired. Usually the owner leaves the television and the repairer calls when the television is fixed. Most television repair shops also sell new and used televisions. Other television repairers go to homes to fix televisions. Usually these repairers drive a van which carries all of their tools and spare parts.

Television repairers need to know about electronics. They learn about circuits and tubes. They learn to look at drawings of circuits and they know what all of the symbols mean. This allows them to look at drawings of circuits from different manufacturers and figure out where the problems are.

Television repairers use many tools to repair televisions. They have special devices to test tubes and circuits to see what is broken. They keep a supply of new tubes and circuits to replace broken ones. Repairers also use standard tools like screwdrivers and pliers to take televisions apart. Each television repairman has a tool box in which to keep his tools.

B-2 Television Repairer — Classifying Tools

Draw a circle around each tool used by television repairers at work. Put an X on each tool not used by television repairers at work.

Clockwise from radio: repair van, screwdriver, pliers, maracas, television, flatware, tester, tubes.

6T

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PRE- POST- ASSESSMENT

This is an example of one of the items utilized in a pre- and post-assessment of the B-4 materials.

8. The child in this picture is telling friends about nutrition.

Which worker's job is most likely to include the task of telling people about nutrition? Put a big X on the picture of the worker you choose.

a. fire fighter

b. health clinic worker

c. sanitation worker

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CHOICE development began in 1979 as a result of a study indicating that, whereas migrant children and middle class youth had similar career aspirations in the early grades, the career information, self awareness and decision making skills available to migrant children in the later primary school years were severely limited. Although the development and overall design of the curriculum was done with migrant youth in mind, use of the curriculum has been by migrant and non-migrant youth. Funding for the development and production of the materials has come from a variety of sources including CETA, the Career Incentive Act, and Migrant Section 143. There would appear to be an overall need for the type of information CHOICE provides on the part of both migrant and non-migrant youth. Therefore at present the intended audience would be all of our school age youth (including high school dropouts).

The CHOICE curriculum is built on the three strands of career education: (1) self awareness, (2) job and role information, and (3) decision-making/goal attaining and is designed on two levels. (The materials have been successfully used, however, in the upper primary and lower secondary in a non-absolute fashion crossing over the indicated level boundaries.)

The first level, Basic CHOICE, is for students in grades K through 6. Each unit, B1-B7, includes: (1) a pre- post-test, (2) a consumable student log, (3) a teacher log, and (4) a set of a minimum of 20 activity folders.

The pre- post-tests for B1-B4 are in picture format for the student with an accompanying teacher administration guide which indicates the exact wording for each question. The tests for B5-B7 are in a written format with an accompanying teacher administration guide which indicates directions and the exact wording for each question should the teacher decide to read the questions to the students. Answer keys for all tests are available and included with the basic set of CHOICE materials.

The consumable student log and accompanying teacher log contain the Job and Role information for each unit. Each unit, B1-B7, contains information from two of the U.S. Department of Labor defined career clusters. Each log covers at least five occupations of careers from each of the two clusters. The student log contains worksheets related to language arts skills using career related information. Worker stories in B1-B4 are found in the teacher logs and designed to be read to the students. Worker stories in B5-B7 are contained in both the student and teacher logs. The teacher logs contain all the student log pages in addition to the stories, for B1-B4, and additional suggested activities and career related vocabulary, for B5-B7. All the teacher logs contain suggested answers to the student exercises, but it is emphasized that any logical student answer is to be accepted.

The activity folders on each level are divided into three sets, one for each of the career education strands: (1) self awareness, (2) job and role information, and (3) decision-making/goal

attaining. Each set of folders contains activities, stories, poems, and game-type activities all designed to help the student learn about career education and himself or herself.

The Advanced level of CHOICE materials consists of three texts. Again the organizational and developmental format was based on the three strands of career education and the 15 career clusters.

The first of the three texts is OCCUPATIONAL RESOURCES. This is the job and role information text. It contains 60 selections, four from each of the 15 career clusters, written in story, cartoon, interview, fact sheet, and poetry format. Each selection contains information on the tasks, skills, training and tools necessary to the career or occupation as well as the reading and mathematical requirements for the job. Selection of the careers covered was based on two factors. One, both entry level and advanced training level jobs were chosen within each cluster. Two, actual practicants of the job or occupation were interviewed as to their tasks, skills, training and tools. After the selections were written these same people were asked to review the stories for accuracy. OCCUPATIONAL RESOURCES has been rewritten on both the third and fifth grade reading levels as well as in the original high school reading level. The information and technical vocabulary has been maintained in the third and fifth grade reading levels but other parts of the stories, cartoons and interviews have been adapted to make reading easier.

The second text of the Advanced materials is CAREER NOTES. This volume contains the self awareness and decision-making/goal attaining information. It is designed to be used in individual sections depending on the need of the student. Again various formats have been used, including poetry, cartoon, and game activities to provide interest for the students. The sections included in CAREER NOTES are described in the Overview booklet.

The third text of the Advanced materials is MISSION INFORMATION. MISSION INFORMATION is a manual designed to accompany work exploration and experience programs. There are three sections; they are designed to be used independently of each other. The first is on interviewing a worker to obtain information about his/her job or career. The second is a "shadowing" guide to lead students through a worker shadow experience. The third section is a guide to a work experience program. Each section leads the student and teacher step by step through a discovery process. The student learns where and how to acquire information and how to organize his/her self knowledge and job knowledge in order to make effective decisions.

All of the Advanced materials are presently available in Spanish as well as in English. The Basic materials are in the process of being prepared in Spanish. The Spanish editions are NOT direct translations of the English, rather we have tried to produce a parallel version which makes sense in Spanish.

JUL 1984
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Welcome to CHOICE (CHallenging Options In Career Education), a developmental career education curriculum including information on self awareness, job and role awareness, and decision making and goal attaining. The intent of CHOICE is to broaden the scope of options available to youth by providing basic job and role information and to help youth learn to take active control of their lives utilizing decision making and goal attaining procedures based on personal values and interests. CHOICE materials have been developed, tried out with students, and revised.

The Career Education Strands:

1. Self Awareness

Self awareness activities have been designed to help learners identify their values and develop respect for themselves and others. Activities help learners to:

develop an awareness of self and learn to value self

learn to recognize and accept individuality in self and others

learn to deal with rejection

learn to express positive and negative feelings

learn to empathize with the feelings of others

learn to develop a feeling of belonging with the peer group.

2. Job and Role Awareness

Job and role awareness activities introduce learners to occupations that expose them to a wide spectrum of career options. At each basic level, factual information is introduced about at least 10 occupations chosen from 2 work clusters. Job and role awareness facts include on-the-job skills and tasks, tools and equipment, and work and training places. (Youth are taught that they are building their career resources at all times, even through leisure and unpaid work experiences.)

Dividing occupations into work clusters is a convenient way of organizing related occupations. Clusters are simple, convenient categories which help insure exposure to the broadest spectrum of work styles and responsibilities. (An occupation may belong to more than one cluster.) A definition of each of the 15 work or "career" clusters (as designated by the U.S. Government) follows:

Workers from the AGRIBUSINESS work cluster remove and process natural resources and use the land to raise and protect animals and crops.

Workers from the BUSINESS AND OFFICE work cluster work in office settings to record, store, and distribute information.

Workers from the COMMUNICATION AND MEDIA work cluster use various media to circulate information. They may work with telephones, radio, T.V., books, magazines, and film.

Workers from the CONSTRUCTION work cluster are involved with designing, building, restoring, and demolishing structures.

Workers from the CONSUMER AND HOMEMAKING work cluster help to produce and improve food, clothing, home furnishings, and care of family members.

Workers from the ENVIRONMENTAL CONTROL work cluster help to protect land, water, air, and healthy physical relationships among all living things.

Workers from the FINE ARTS AND HUMANITIES work cluster create, write, perform, and study music, dance, poetry, novels, art, history, and language.

Workers from the HEALTH AND SAFETY work cluster help care for and repair the human body and mind. Some care for animals, too.

Workers from the HOSPITALITY AND RECREATION work cluster improve the quality of people's leisure or spare time activities. Their work often involves sports, resorts, amusements, or hobbies.

Workers from the MANUFACTURING work cluster design, assemble, and produce processed goods which are not in their natural form.

Workers from the MARINE SCIENCE work cluster grow, study, explore, harvest, and care for life and minerals in and around bodies of water.

Workers from the MARKETING AND DISTRIBUTION work cluster package, advertise, and transport goods and services so that they are made available to consumers.

Workers from the PERSONAL SERVICE work cluster perform various skills to make life more comfortable for individuals.

Workers from the PUBLIC SERVICE work cluster protect the rights, property, and general well-being of community members.

Workers from the TRANSPORTATION work cluster help to move people and goods from one place to another.

The skills and tasks, tools and equipment, and work places for the workers presented on each level of the Basic CHOICE materials are detailed on the following pages of curriculum content.

CHOICE Curriculum Content

B1

HOUSEKEEPER

SKILLS & TASKS: Plans and does work to keep a house in order.

TOOLS & EQUIPMENT: Sponge, bulletin board, paper, pens, thumbtacks, feather duster, broom, vacuum cleaner, mop, bucket, pots, food.

WORK PLACES: Homes

WAITRESS, WAITER

SKILLS & TASKS: Serves food inside a restaurant, takes orders for foods, cleans up tables.

TOOLS & EQUIPMENT: Knives, forks, spoons, tray, menu, food, apron, sponge, pen and pad

WORK PLACES: Restaurants

JANITOR, CUSTODIAN

SKILLS & TASKS: Fixes and repairs things, cleans up big messes, keeps schools safe

TOOLS & EQUIPMENT: Broom, dustpan, screwdriver, paint, paintbrush, roller, mop and bucket, hammer, nails, vacuum cleaner, garbage cans.

WORK PLACES: Schools, hospitals, offices

TAILOR

SKILLS & TASKS: Sews, makes and repairs clothing and other cloth items.

TOOLS & EQUIPMENT: Sewing machine, needle and thread, fabric, pin-cushion, pattern, pencils, scissors, shears, dress form, tape measure

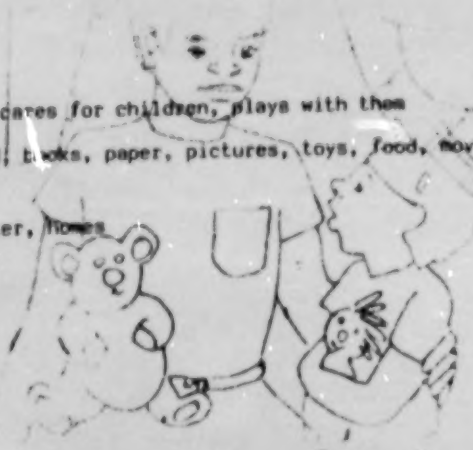
WORK PLACES: Shops

DAY CARE WORKER

SKILLS & TASKS: Loves and cares for children, plays with them

TOOLS & EQUIPMENT: Bandaid, books, paper, pictures, toys, food, movie projector, games, playground.

WORK PLACES: Day care center, homes



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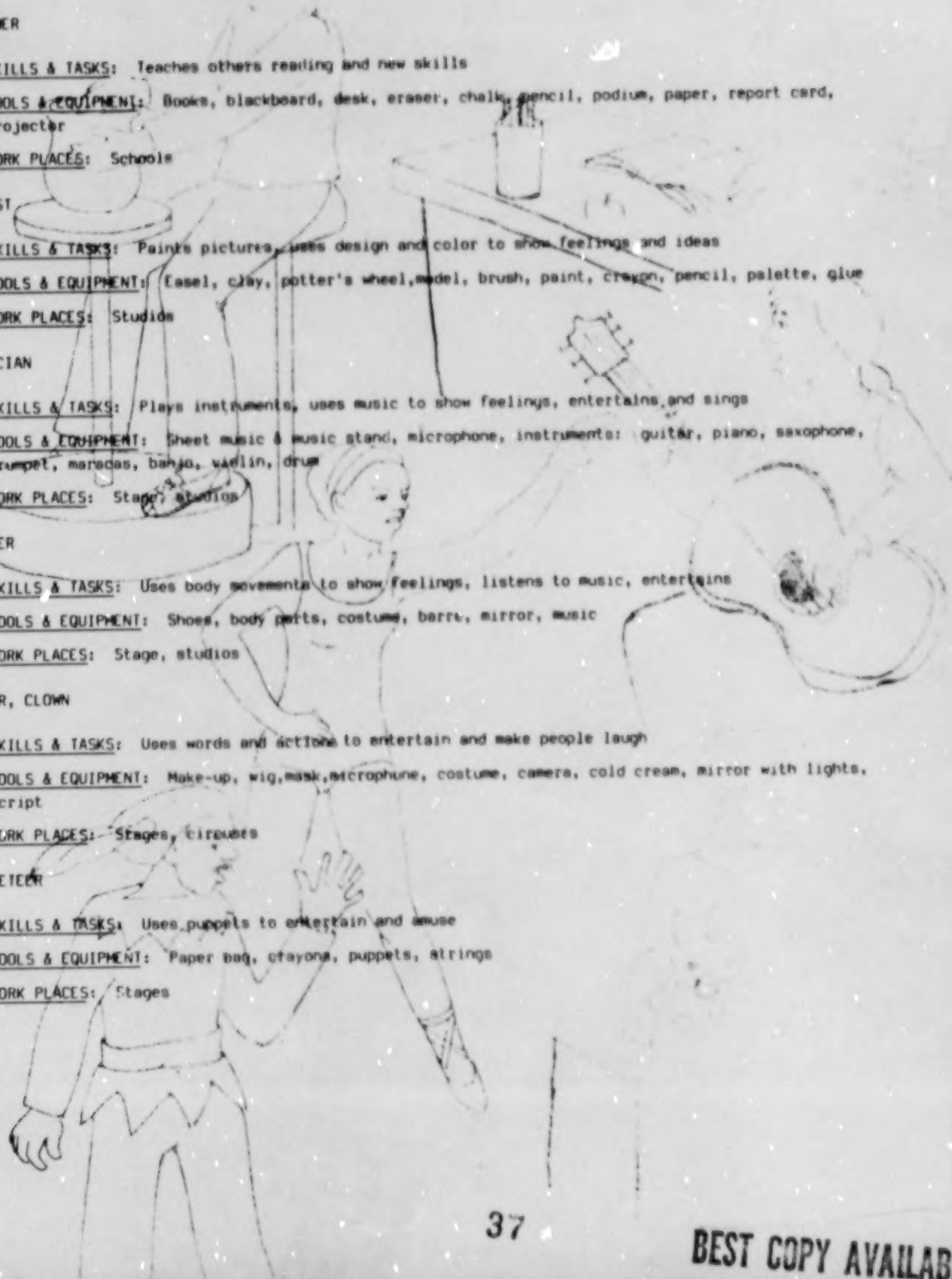

TEACHER

SKILLS & TASKS: Teaches others reading and new skills

TOOLS & EQUIPMENT: Books, blackboard, desk, eraser, chalk, pencil, podium, paper, report card, projector

WORK PLACES: Schools

ARTIST

SKILLS & TASKS: Paints pictures, uses design and color to show feelings and ideas

TOOLS & EQUIPMENT: Easel, clay, potter's wheel, model, brush, paint, crayon, pencil, palette, glue

WORK PLACES: Studios

MUSICIAN

SKILLS & TASKS: Plays instruments, uses music to show feelings, entertains and sings

TOOLS & EQUIPMENT: Sheet music & music stand, microphone, instruments: guitar, piano, saxophone, trumpet, maracas, banjo, violin, drum

WORK PLACES: Stage, studios

DANCER

SKILLS & TASKS: Uses body movements to show feelings, listens to music, entertains

TOOLS & EQUIPMENT: Shoes, body parts, costume, barre, mirror, music

WORK PLACES: Stage, studios

ACTOR, CLOWN

SKILLS & TASKS: Uses words and actions to entertain and make people laugh

TOOLS & EQUIPMENT: Make-up, wig, mask, microphone, costume, camera, cold cream, mirror with lights, script

WORK PLACES: Stages, circuses

PUPPETEER

SKILLS & TASKS: Uses puppets to entertain and amuse

TOOLS & EQUIPMENT: Paper bag, crayons, puppets, strings

WORK PLACES: Stages

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CHOICE Curriculum Content

HEALTH

DIETICIAN

SKILLS & TASKS: Prepares and plans meals that contain food from 4 food groups.

TOOLS & EQUIPMENT: Paper and pencil, food, knives, and pots.

WORK PLACES: Cafeterias in hospitals and schools.

AMBULANCE DRIVER

SKILLS & TASKS: Takes sick or hurt people to the hospital, drives ambulances, and gives first aid.

TOOLS & EQUIPMENT: Stretcher, first aid kit, siren and lights, ambulance.

WORK PLACES: Ambulances

DENTIST

SKILLS & TASKS: Stops cavities from hurting, helps teeth stay healthy

TOOLS & EQUIPMENT: Tooth mirror, flouride, drill, chair, x-ray machine, toothbrush

WORK PLACES: Offices and clinics

EYE DOCTOR

SKILLS & TASKS: Helps eyes stay healthy

TOOLS & EQUIPMENT: Eye charts, eye glasses, special eye-testing machine (telebinocular vision tester)

WORK PLACES: Offices, clinics, and hospitals

SCHOOL NURSE

SKILLS & TASKS: Helps children get well and stay healthy

TOOLS & EQUIPMENT: Bandages, stethoscope, splints, thermometer, shots, eye-testing

WORK PLACES: School office, clinics, hospitals, and homes

FAMILY DOCTOR

SKILLS & TASKS: Helps people get well and stay healthy, cares everyone in the family, may prescribe medicine

TOOLS & EQUIPMENT: Medicine (Rx), stethoscope, thermometer, needles, scale

WORK PLACES: Clinic, offices, hospitals

CHILDREN'S DOCTOR

SKILLS & TASKS: Weighs children, helps children get well and stay healthy

TOOLS & EQUIPMENT: Stethoscope, scale, needles, thermometer, diet chart

WORK PLACES: Clinic, offices, hospital

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WAITER, WAITRESS

SKILLS & TASKS: Wipes up spills, serves food, takes orders for food, and cleans up tables after people eat.

TOOLS & EQUIPMENT: Dishes, utensils, towel and menu.

WORK PLACES: Restaurants, diners.

DAY CARE WORKER

SKILLS & TASKS: Takes care of children, teaches children to share toys and to play games.

TOOLS & EQUIPMENT: Jumpropes, paper, blocks, crayons, bandages, fingerpaint and books.

WORK PLACES: Day care centers, homes.

BARBER, HAIRSTYLIST

SKILLS & TASKS: Washes people's hair, cuts and styles hair.

TOOLS & EQUIPMENT: Razor, scissors, comb, brush, shampoo, special sink, broom.

WORK PLACES: Shops

TV REPAIRER

SKILLS & TASKS: Fixes broken TV's

TOOLS & EQUIPMENT: TV tubes, screwdriver, ladder, antenna, toolbox, pliers.

WORK PLACES: People's homes, repair

BLACKSMITH

SKILLS & TASKS: Heats and forges metals, and puts shoes on horses.

TOOLS & EQUIPMENT: Fire, anvil, hammer, nails, water.

WORK PLACES: Stable, shops

GAS STATION ATTENDANT

SKILLS & TASKS: Pumps gas into cars, replaces oil, cleans windshields, changes tires, and fixes brakes.

TOOLS & EQUIPMENT: Cash register, wrench, gas pump, oil can, screwdriver, rag, air pump, jack, tire, squeegee, tub of water.

WORK PLACES: Gas stations, service station.

LIBRARIAN

SKILLS & TASKS: Puts books on shelves, reads to children, keeps accurate records of books, magazines, film, records, tapes. Reviews and orders learning aids, takes books to people in bookmobile library, files cards and books.

TOOLS & EQUIPMENT: Card catalog, varied reference materials, bookmobile.

WORK PLACES: Library, bookmobile.

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CHOICE Curriculum Content

HOSPITALITY AND RECREATION

B3

CAMP COUNSELOR

SKILLS & TASKS: Teaches people to use first-aid supplies, teaches sports and crafts to others

TOOLS & EQUIPMENT: Softball bat, whistle, balls, bat, body protectors, first-aid kit

WORK PLACES: Camps

COACH

SKILLS & TASKS: Teaches people to exercise in order to keep themselves in good physical condition, teaches rules of games to others

TOOLS & EQUIPMENT: Whistle, balls, bat, body protectors, first-aid kit

WORK PLACES: Offices

TRAVEL AGENT

SKILLS & TASKS: Helps people arrange trips, answers telephone, reads

TOOLS & EQUIPMENT: Telephone, tickets, letters, time tables, clock, world and local maps, posters, books, magazines, films, pamphlets

WORK PLACES: Offices

TOUR GUIDE

SKILLS & TASKS: Shows people around in new places, gives tours

TOOLS & EQUIPMENT: Megaphone, microphone, pointer, maps

WORK PLACES: Buses, streets, museums

USHER

SKILLS & TASKS: Uses flashlight, helps people find their seats in theaters, gives out programs, collects tickets

TOOLS & EQUIPMENT: Tickets, flashlight, programs

WORK PLACES: Theaters

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PILOT

SKILLS & TASKS: Tells time, flies planes

TOOLS & EQUIPMENT: Airplanes, time table, clock, weather map, radio and headphones, wind socks

WORK PLACES: Homes, highways

MOVER

SKILLS & TASKS: Moves furniture, reads maps

TOOLS & EQUIPMENT: Wood, hammer and nails, hand truck, van or trucks, dolly, blocks, ramp sheet.

WORK PLACES: Homes, highways

RAILROAD ENGINEER

SKILLS & TASKS: Reads timetables, drives train

TOOLS & EQUIPMENT: Train, pull-type whistle, track, signals

WORK PLACES: Train station, tracks

ASTRONAUT

SKILLS & TASKS: Exercises to keep in good physical condition, explores outer space, is good in science.

TOOLS & EQUIPMENT: Rocket, space suit, clock, oxygen, special food supplies

WORK PLACES: Launching pad, outer space

SCHOOL BUS DRIVER

SKILLS & TASKS: Drives children to and from school

TOOLS & EQUIPMENT: Side and rear view mirrors, bus, clock, traffic lights and signs, flashing lights

WORK PLACES: Community roads and streets

TRUCK DRIVER

SKILLS & TASKS: Reads road and traffic signs, reads maps, drives truck, delivers and unloads [illegible], makes minor repairs

TOOLS & EQUIPMENT: Tool box, trucks, [illegible] repair tools, maps, traffic lights and signs, flashing lights

WORK PLACES: [illegible]

CHOOL BUS

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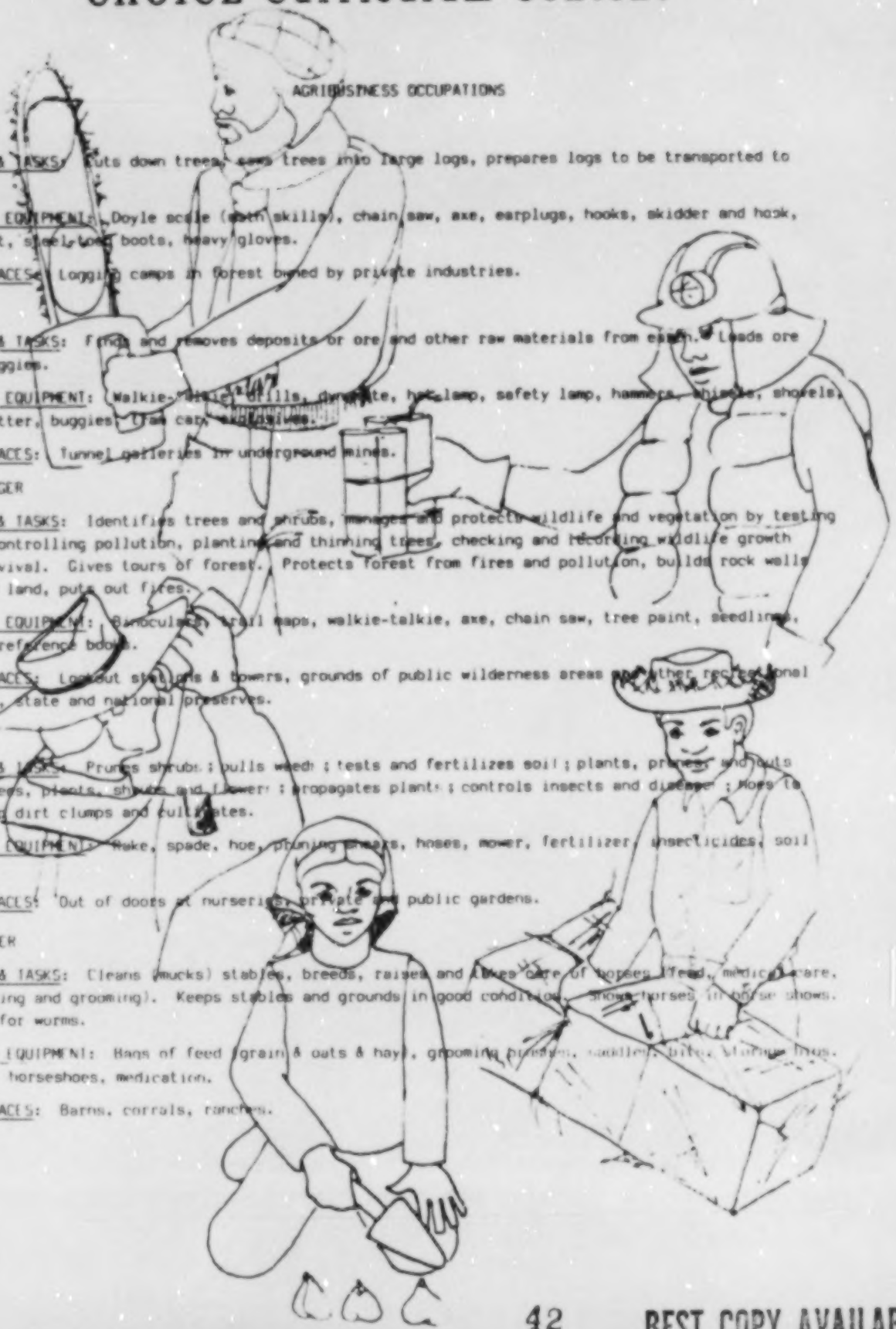
CHOICE Curriculum Content



LOGGER

SKILLS & TASKS: Cuts down trees, saws trees into large logs, prepares logs to be transported to mills.

TOOLS & EQUIPMENT: Doyle scale (both skills), chain saw, axe, earplugs, hooks, skidder and hook, hard hat, steel toed boots, heavy gloves.

WORK PLACES: Logging camps in forest owned by private industries.

MINER

SKILLS & TASKS: Finds and removes deposits of ore and other raw materials from earth. Loads ore onto buggies.

TOOLS & EQUIPMENT: Walkie-talkie, drills, dynamite, hat lamp, safety lamp, hammers, whistle, shovels, coal cutter, buggies, track cars, explosives.

WORK PLACES: Tunnel galleries in underground mines.

FOREST RANGER

SKILLS & TASKS: Identifies trees and shrubs, manages and protects wildlife and vegetation by testing soil, controlling pollution, planting and thinning trees, checking and recording wildlife growth and survival. Gives tours of forest. Protects forest from fires and pollution, builds rock walls to hold land, puts out fires.

TOOLS & EQUIPMENT: Binoculars, trail maps, walkie-talkie, axe, chain saw, tree paint, seedlings, seeds, reference books.

WORK PLACES: Lookout stations & towers, grounds of public wilderness areas and other recreational grounds, state and national preserves.

GARDENER

SKILLS & TASKS: Prunes shrubs; pulls weeds; tests and fertilizes soil; plants, prunes and cuts down trees, plants, shrubs and flowers; propagates plants; controls insects and diseases; hoes to break up dirt clumps and cultivates.

TOOLS & EQUIPMENT: Rake, spade, hoe, pruning shears, hoses, mower, fertilizer, insecticides, soil tester.

WORK PLACES: Out of doors at nurseries, private and public gardens.

HORSE FARMER

SKILLS & TASKS: Cleans (mucks) stables, breeds, raises and takes care of horses (feed, medical care, exercising and grooming). Keeps stables and grounds in good condition. Shows horses in horse shows. Checks for worms.

TOOLS & EQUIPMENT: Bags of feed (grain & oats & hay), grooming brushes, combs, bits, blanket bags, pails, horseshoes, medication.

WORK PLACES: Barns, corrals, ranches.

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FIRE FIGHTER

SKILLS & TASKS: Tells people how to keep their homes safe, puts out fires, rescues people and pets, keeps equipment in good condition.

TOOLS & EQUIPMENT: Fire extinguishers, axes, ladders, hoses, oxygen mask, buckets, sax, fire-proof clothing, fire truck, fire hydrant, nozzle, fire alarm box.

WORK PLACES: Firehouse, community centers, schools, wherever there's a fire.

MAIL CARRIER

SKILLS & TASKS: Reads mail, carries, delivers, sorts and collects mail, drives a mail truck.

TOOLS & EQUIPMENT: Delivery bag, mail bag, mail truck, uniform, mailbox, U.S. mail.

WORK PLACES: Post Office, mail truck, streets.

POLICE OFFICER

SKILLS & TASKS: Gives directions to people who ask, directs traffic, gives emergency first aid, helps people obey laws, patrols communities to prevent crime, arrests suspected law-breakers, rescues people, works on special rescue missions.

TOOLS & EQUIPMENT: Flashlight, whistle, walkie-talkie, uniform, gun, handcuffs, police car, badge, motorcycle.

WORK PLACES: Police station, patrol car, community, streets and highways.

SANITATION WORKER

SKILLS & TASKS: Picks up trash, sweeps streets, collects and disposes of garbage and natural refuse, operates and maintains garbage truck, protects communities from sickness.

TOOLS & EQUIPMENT: Gloves, pick-up truck, garbage truck.

WORK PLACES: Streets, dumps, recycling centers.

HEALTH CLINIC WORKER

SKILLS & TASKS: Teaches people about health and nutrition, how to use first-aid kit, gives check-up, first-aid treatment, injections, writes up personal health records, assists doctors, keeps sickness from spreading, takes care of people who have been hurt.

TOOLS & EQUIPMENT: Scale, stethoscope, thermometer, wall charts, bandages, uniform, personal records, blood pressure cuff, needles.

WORK PLACES: Waiting rooms and offices and health clinics.

LIBRARIAN

SKILLS & TASKS: Puts books on shelves, reads to children, keeps accurate records of books, magazines, films, records, tapes. Reviews and orders learning aids, takes books to people in bookmobile library, types cards and books.

TOOLS & EQUIPMENT: Card catalog, varied reference materials, bookmobile.

WORK PLACES: Library, bookmobile.

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CHOICE Curriculum Content

B5 COMMUNICATION AND MEDIA

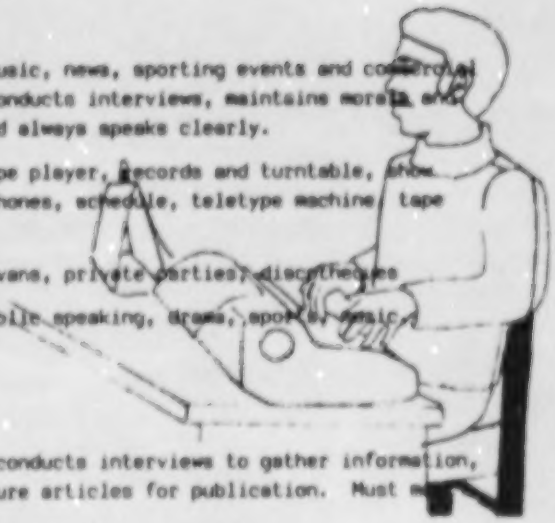
ANNOUNCER

SKILLS & TASKS: An announcer presents taped and live music, news, sporting events and commercial messages, introduces programs and identifies station, conducts interviews, maintains morale and good spirit of listeners, must think and act quickly and always speaks clearly.

TOOLS & EQUIPMENT: Microphone, electronic tapes and tape player, records and turntable, show scripts and log, clock, control board, telephone, headphones, schedule, teletype machine, tape recorder.

WORK PLACES: TV and radio studios, public gatherings, vans, private parties, discotheques

TRAINING: Public broadcasting school, background in public speaking, drama, sports, music. High school and college helpful. On-the-job training.



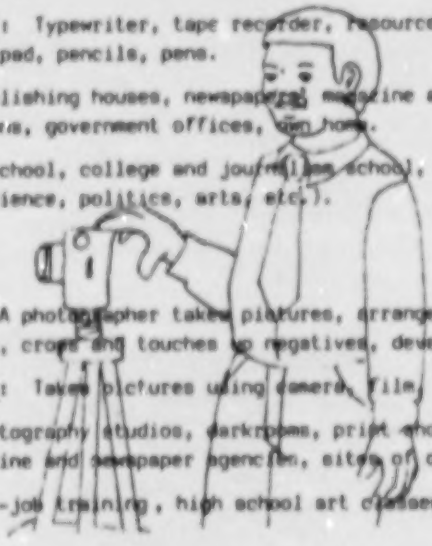
JOURNALIST

SKILLS & TASKS: A journalist observes, does research, conducts interviews to gather information, prepares and composes stories, essays, and special feature articles for publication. Must meet scheduled deadlines.

TOOLS & EQUIPMENT: Typewriter, tape recorder, resource and reference books, vehicle, camera, microphone, note pad, pencils, pens.

WORK PLACES: Publishing houses, newspapers, magazine and advertising agencies, on the scene of events, TV stations, government offices, own home.

TRAINING: High school, college and journalism school, background in writing and in some other field (sports, science, politics, arts, etc.).



PHOTOGRAPHER

SKILLS & TASKS: A photographer takes pictures, arranges props using light, color and design, composes pictures, crops and touches up negatives, develops negatives and photographs.

TOOLS & EQUIPMENT: Takes pictures using camera, film, tripods, props and scenery.

WORK PLACES: Photography studios, darkrooms, print shops, private industries, public and private gatherings, magazine and newspaper agencies, sites of own specialty.

TRAINING: On-the-job training, high school art classes, college degree in fine art, photography school.

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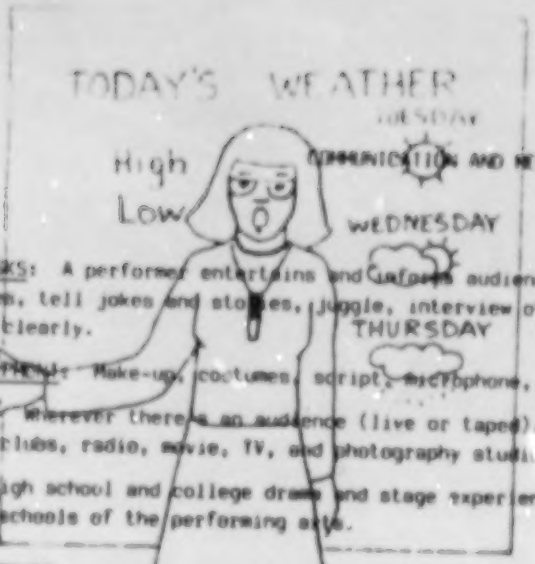
PERFORMER



SKILLS & TASKS: A performer entertains and informs audiences, may act, sing, play an instrument, give speeches, tell jokes and stories, juggle, interview others, memorizes scripts. Must communicate clearly.

TOOLS & EQUIPMENT: Make-up, costumes, script, microphone, musical instruments, props and scenery.

WORK PLACES: Wherever there's an audience (live or taped), in theaters, schools, circuses, stadiums, fairs, nightclubs, radio, movie, TV, and photography studios.

TRAINING: High school and college drama and stage experience, courses in voice, dance, music, speech, and acting, schools of the performing arts.

TELEPHONE LINEWORKER

SKILLS & TASKS: A telephone lineworker erects and arranges telephone poles, cables and wire according to plan. He buries telephone cables, installs, maintains, and repairs telephone wires, lines and cables, reads and follows wiring diagrams, drives repair truck and climbs telephone poles.

TOOLS & EQUIPMENT: Backhoe, bulldozer, climbers, body belts, screwdrivers, wire cutters, hammer, soldering gun, knife, nails, pliers, bolts, braces, wrench, volt and capacity meters, jack phone, hard hats, steel-toed shoes, and insulated gloves.

WORK PLACES: Telephone poles and lines, underground, usually outdoors.

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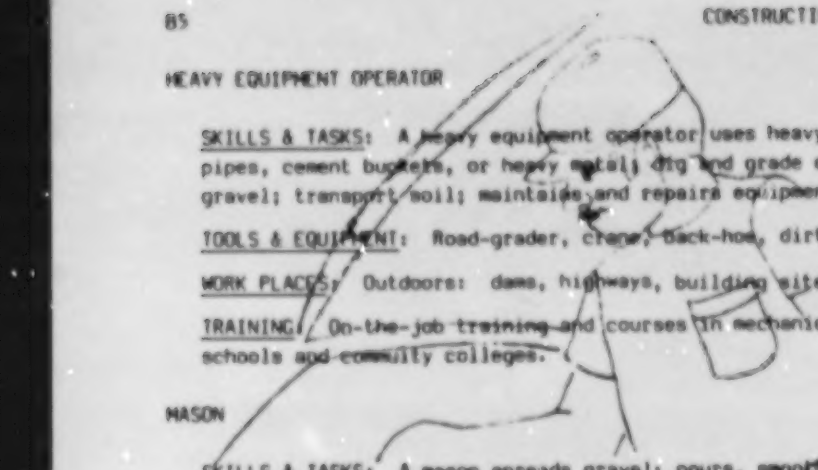

HEAVY EQUIPMENT OPERATOR

SKILLS & TASKS: A heavy equipment operator uses heavy equipment to move heavy objects like large pipes, cement buckets, or heavy metal; dig and grade ditches to prevent erosion; level dirt or gravel; transport soil; maintains and repairs equipment.

TOOLS & EQUIPMENT: Road-grader, crane, back-hoe, dirt-hauler, mechanic's tools.

WORK PLACES: Outdoors: dams, highways, building sites of all kinds.

TRAINING: On-the-job training and courses in mechanics and equipment operation at vocational schools and community colleges.

MASON

SKILLS & TASKS: A mason spreads gravel; pours, smooths, and finishes concrete on curbs, house foundations, floors, sidewalks, and walls; patches cracks and holes in concrete; digs holes and ditches and reads blueprints.

TOOLS & EQUIPMENT: Chisels, mallets, plumb line, floats, trowels, cement mixer, cement finishing machine, straight edge, screed (2 x 4).

WORK PLACES: Streets and highways, dams, construction sites of homes, commercial buildings, ships. Many work under general building contractors.

TRAINING: High school shop classes, masonry, mechanical drawing and apprenticeship.

PLUMBER

SKILLS & TASKS: A plumber thaws frozen pipes; reads blueprints; measures accurately; tests for leaks in pipes; welds and patches pipes; bends pipes; seals tub and toilet seams; replaces fittings; installs and hooks up showers, sinks, and water heaters.

TOOLS & EQUIPMENT: Plumber's wax, caulking, copper water pipes, gas pipes, level, welder's mask, cutting torch, hard hat.

WORK PLACES: Indoors and outside of homes, hospitals, factories, ships, skating rinks and other structures under construction, and completed.

TRAINING: High school shop classes and up to five years of apprenticeship.

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ARCHITECT

SKILLS & TASKS: An architect designs and prepares plans and drawings to show exact size and shape of buildings for electricians, carpenters, plumbers, and masons; knows state and local building codes, zoning laws, fire regulations; specifies materials to be used by builders; chooses contractors for jobs; estimates costs and supervises construction work.

TOOLS & EQUIPMENT: Light table, drafting pencils, blueprint paper, compass, architect's rule, reference books, plastic models of homes, landscape, other structures, hard hat.

WORK PLACES: Office (private or as part of a firm), construction sites.

TRAINING: Four years of college plus three years experience or six years of college plus experience.

CARPENTER

SKILLS & TASKS: A carpenter reads blueprints; measures accurately to cut square corners and other angles exactly; builds and repairs furniture, cabinets, stairways, and other wooden parts of buildings and boats; builds wooden foundation forms and beams to support walls, roofs; insulates and roofs structures; lays wood floors.

TOOLS & EQUIPMENT: Hammers and nails, screws, hand and power screwdrivers, power and hand saws, drills, sanders, level, tape measure, chalk box, clamps, braces, plane, tri square.

WORK PLACES: All wooden structures, indoors and outdoors, as member of teams or general contractors.

TRAINING: High school classes carpentry shop, mechanical drawing, general mathematics, and four years of on-the-job training plus classroom instruction yearly.

ELECTRICIAN

SKILLS & TASKS: An electrician understands how circuits work, installs wiring, fixes wiring and fuses, reads blueprints and electrical symbols.

TOOLS & EQUIPMENT: Pliers, hammers, screwdrivers, wire cutters, conduit benders, ammeter, voltmeter, spools of electrical wires, soldering iron.

WORK PLACES: All buildings, trains, ships that use electricity, power plants, appliance factories.

TRAINING: High school classes in electrical shop, drafting, community colleges and up to four years of apprenticeship.

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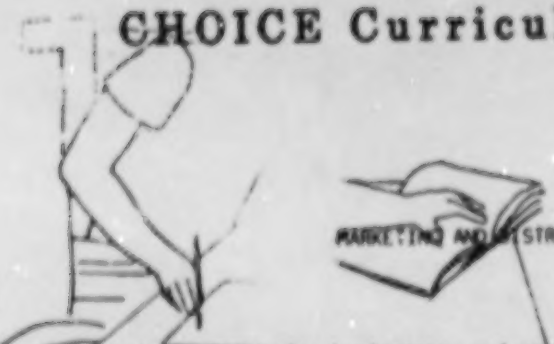
CHOICE Curriculum Content



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MARKETING AND DISTRIBUTION

ACCOUNTANT

SKILLS & TASKS: Helps individuals, businesses, and corporations to organize and run their finances in the most efficient and profitable way. Examines, compiles, and analyzes bookkeeping accounts and records. Estimates expenses. Helps set up budget policies. Researches price trends. Prepares financial statements and tax returns. Gives legal testimony that clients' business and tax records are accurate and complete. May specialize in: 1) general or public accounting, 2) management accounting for corporations, industries, businesses, or 3) accounting for government agencies.

TOOLS & EQUIPMENT: Receipts and other records of business transactions, legal references, contracts, adding machines, calculators, computers.

WORK PLACES: Offices in accounting firms and offices of clients in private business, industry, or for government agencies.

TRAINING: High school, plus two year programs at community colleges, business schools, universities, or armed services. Courses include mathematical computation, business management, industrial relations, business law, computer technology. Four or six years of college required for some specialties or for teaching.

COMMERCIAL ARTIST

SKILLS & TASKS: Creates artwork designed to promote ideas or to persuade people to buy products. Prepares illustrations and designs advertising displays for newspapers, magazines, TV commercials, labels, signs, wallpaper, gift wrapping, greeting cards, billboards, etc. Sketches, paints, does lettering and layout (choosing, planning, and arranging style, color and positions of artwork, photographs, and lettering). Makes charts, maps, cartoons, as well as drawing to communicate clients' ideas. Must meet deadlines and compromise to please clients.

TOOLS & EQUIPMENT: Light table, drawing board, pencils, pens, ink, crayons, felt-tip markers, scissors, erasers, glue, rulers, and other straight edges, brushes, water based paints, compasses, photographs, personal portfolio (collection of best work).

WORK PLACES: Well-lighted, ventilated studios or offices at advertising departments of large companies, department stores, art schools. Free lance artists may work at home for advertising agencies or other businesses.

TRAINING: High school art classes and art programs at colleges and schools of art and design. PRACTICE. On-the-job training at printing and art studios. Preparation of personal portfolio is most important.

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LOCAL OR LONG DISTANCE TRUCK DRIVER

SKILLS & TASKS: Transports goods from warehouses, factories, and farms to distributors. Inspects and loads trucks securely, drives, unloads. Keeps accurate freight bills, receipts, delivery and service logs. Reports mechanical failures. Does minor repair and maintenance work on truck. Maneuvers truck safely through various traffic conditions. Local driver loads and unloads freight several times daily. Long distance driver hauls freight over long distances, often in diesel-powered tractor trailer, and must often be away from home, working up to 60 hours weekly.

TOOLS & EQUIPMENT: CB radio, dispatch order and schedule, loading ramp, daily activity log, freight receipts and bills, maps, flashlight, jumper cables, hand tools such as pliers, wrenches, screwdrivers.

WORK PLACES: Rural and city roads and highways. Truck terminals and loading stations at manufacturing plants, wholesale and retail businesses, construction companies, freight and express agencies, trucking companies.

TRAINING: Must own commercial (chauffeur's) driver's license. Mechanical ability helpful. Experience driving trucks and tractor trailers (privately owned or in armed services). On-the-job training as driver or driver's helper.

BUYER

SKILLS & TASKS: Purchases merchandise which appeals to customers from manufacturers and wholesalers for retail business and stores. Researches buying and selling methods. Familiarizes self with employer's stock and customers. Orders samples and goods in quantity. Keeps informed about changes in existing products and development of new ones. Plans and coordinates buying schedules and activities.

TOOLS & EQUIPMENT: Newspapers, fashion or trade magazines, telephone, calculator, order and merchandise return forms, plane tickets.

WORK PLACES: Offices at retail stores, especially clothing and department stores, specialty shops, mail-order houses.

TRAINING: High school plus on-the-job training as salesperson. Several college programs, specialized training institutions or management programs offered by employers.

SALES REPRESENTATIVE

SKILLS & TASKS: Works for a large company or manufacturer to sell products to retail stores and others who buy in large quantity. Describes and displays products. Demonstrates uses and value of products. Establishes accounts (agreements to sell products to one place on a regular basis). Increases sales. Visits and informs buyers of new products and prices. Does stock inventory for clients, delivers and installs products, researches activities and products of other companies. Keeps expense and credit records. Attends trade conferences. May travel a lot. Must be confident, enthusiastic, persuasive, and persistent. Must speak clearly.

TOOLS & EQUIPMENT: Samples of goods to be sold, price lists, product descriptions, calculator, business records, car.

WORK PLACES: Clients' places of business (institutions, retail stores, wholesale houses, office buildings, etc.). Paper work may be done at home or in in product manufacturer's office.

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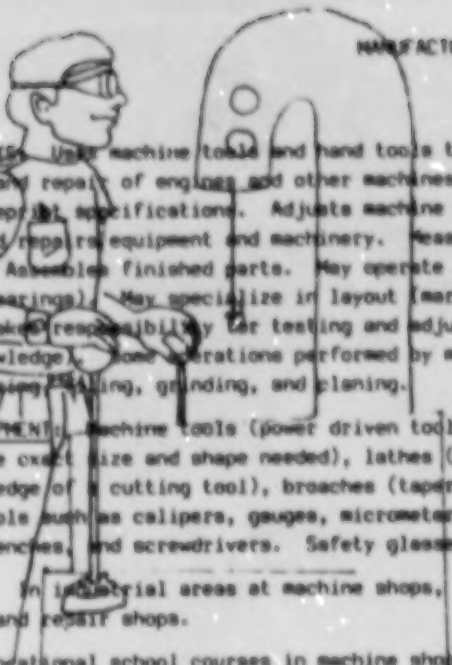


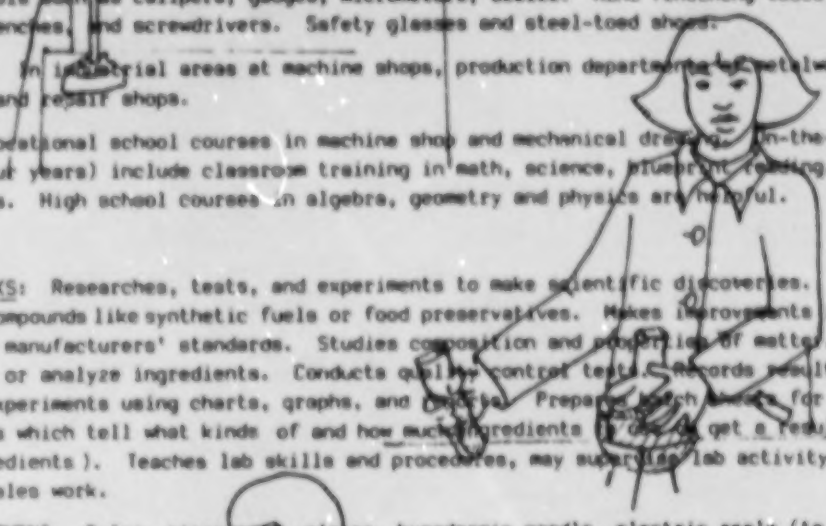
MACHINIST

SKILLS & TASKS: Uses machine tools and hand tools to shape metal blocks into tools and parts used in building and repair of engines and other machines. Plans steps and selects tools for each task based on blueprint specifications. Adjusts machine tools according to the type of metal being shaped. Maintains and repairs equipment and machinery. Measures and checks accuracy of all work up to 1/10,000 of an inch. Assembles finished parts. May operate varied machine tools or may make one type of object (like ball bearings). May specialize in layout (marking specifications on metal for production machinists), or repair (takes responsibility for testing and adjusting all machines in a shop and so must have broadest knowledge). Some operations performed by machinists are: setting up, cutting, dowel fitting drilling, boring, milling, grinding, and planing.

TOOLS & EQUIPMENT: Machine tools (power driven tools which hold a metal block in place while it's formed to the exact size and shape needed), lathes (machines that shape metal or wood by turning rapidly against the edge of a cutting tool), broaches (tapered bits pulled through holes to make them bigger). Measuring tools such as calipers, gauges, micrometers, scales. Hand finishing tools such as files, scrapers, wrenches, and screwdrivers. Safety glasses and steel-toed shoes.

WORK PLACES: In industrial areas at machine shops, production departments of metalworking factories, maintenance and repair shops.

TRAINING: Vocational school courses in machine shop and mechanical drawing. On-the-job apprenticeship programs (four years) include classroom training in math, science, blueprint reading, technical drawing, and mechanics. High school courses in algebra, geometry and physics are helpful.



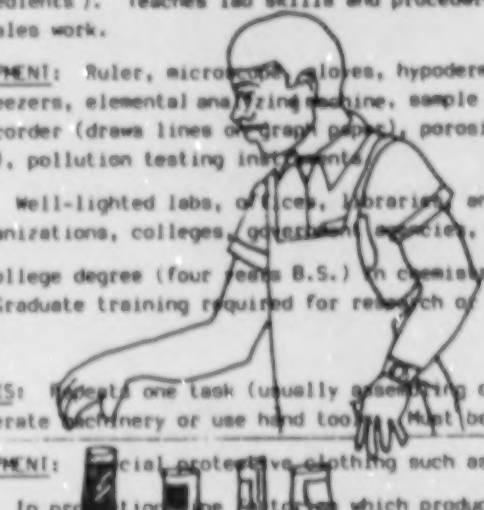
CHEMIST

SKILLS & TASKS: Researches, tests, and experiments to make scientific discoveries. Uses facts to create new compounds like synthetic fuels or food preservatives. Makes improvements in various products according to manufacturers' standards. Studies composition and properties of matter. Tests samples to determine or analyze ingredients. Conducts quality control tests. Records results of observations, tests, and experiments using charts, graphs, and [illegible]. Prepares batch sheets for manufacturers (instructions which tell what kinds of and how much ingredients to use to get a result, and how to mix the ingredients). Teaches lab skills and procedures, may supervise lab activity, may do technical writing or sales work.

TOOLS & EQUIPMENT: Ruler, microscope, gloves, hypodermic needle, electric scale (to measure tiny amounts), tweezers, elemental analyzing machine, sample bottles and test tubes, batch sheets (like recipes), recorder (draws lines on graph paper), porosimeter (measures size and amount of air space in materials), pollution testing instruments.

WORK PLACES: Well-lighted labs, offices, libraries, and classrooms for private industry, non-profit research organizations, colleges, government agencies, and market research firms.

TRAINING: College degree (four years B.S.) in chemistry for beginning positions like lab or research assistant. Graduate training required for research or teaching positions. On-the-job training.



ASSEMBLY WORKER

SKILLS & TASKS: Repeats one task (usually assembling or packaging one type of item) over a full working day. May operate machinery or use hand tools. Must be accurate and safety conscious.

TOOLS & EQUIPMENT: Special protective clothing such as ear plugs or safety glasses.

WORK PLACES: In production line factories which produce or package just about anything that can be found in stores including food, clothing, cosmetics, toys, tools, books, hardware, vehicles, precision instruments, medication, records, tapes, furniture . . . just about anything you can name.

TRAINING: On-the-job.

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UNION REPRESENTATIVE

SKILLS & TASKS: Helps protect rights of union members by investigating complaints about working conditions, interpreting work contracts, and mediating disputes between workers and management. Speaks on behalf of workers for salary raises, improvements in working conditions, etc. Informs workers of their rights and the best ways to protect them. Hears workers' complaints and helps them file grievances (documents describing a complaint and how the aggrieved (complainer) wants it settled) through counselling and special classes. Meets with company management and other officials. May help union members find housing or medical aid.

TOOLS & EQUIPMENT: Legal reference books and documents such as contracts and grievance papers, current union literature, vehicle, telephone, expense account. At some work sites, hard hat and safety glasses.

WORK PLACES: Offices at plants, factories, mills, foundries, schools, and union headquarters. "Pits" (conference rooms where union representatives and top management negotiate).

TRAINING: On-the-job training as a union member and as a company worker. College courses in public speaking (speech), and political science (social studies) are helpful.

TEXTILE DESIGNER

SKILLS & TASKS: Uses artistic talent combined with an understanding of materials, fabric construction, and printing processes to design weaves, knits, and decorative patterns for cloth. Sketches designs. Studies fabric construction and researches best uses for various fabrics. Tests strengths and weaknesses of fabrics. Compares fabric printing processes. Travels, reads, and meets with buyers and others in the fashion industry to get new ideas and to find out what people are buying. Attends fashion shows and textile industry presentations.

TOOLS & EQUIPMENT: Paper, paint, brushes, drawing board and pens, ruler, cloth and yarn, small test looms and knitting machines (to test strength of new weaves and knits), fabric samples, telephone, textile trade and fashion periodicals, camera.

WORK PLACES: Offices and studios for textile companies, usually in cities. Freelance textile designers may work at home.

TRAINING: High school art classes, schools of art and design, fashion schools.

WELDER

SKILLS & TASKS: Joins metal parts to build and fix metal objects using intense heat and sometimes pressure. Cuts and shapes metal. Uses blueprints to plan work. Cleans metal. Clamps it together or does preparatory tack welding. Finally, uses a torch to join metal permanently. May specialize in one welding technique such as arc or electric welding (uses heat from electricity that jumps from an electrode to the metal), gas or acetylene welding (uses heat from burning gases to melt metal), resistance welding (uses electricity and pressure), and atomic welding (uses an atomic hydrogen arc).

TOOLS & EQUIPMENT: Blueprints, welding torch, welding rods, torch tips, electrodes and electrode holder, rig (includes generator or gas source), welding mask, "leathers" (protective gloves and sometimes coat), C clamp (holds metal in place), ball hammer or chipper (cleans up leftover metal after welding), grinder (smoothes rough metal edges along welding lines).

WORK PLACES: Factories that manufacture metal products. Shops which repair metal parts of ships, buildings, automobiles, pipes. Underground and underwater pipelines. Production line welders do repetitive work at one work station, while more skilled workers do varied types of work.

TRAINING: Vocational school courses in drafting (a kind of drawing), blueprint reading, metal and welding shop. On-the-job apprenticeship programs (three years leads to certification). High school physics is helpful.

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CHOICE Curriculum Content

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MARINE SCIENCE

HYDROGRAPHER

SKILLS & TASKS: Uses tools to measure depth of bodies of water, especially ocean. Studies rock formations on ocean floor and continental shelf. Compiles data for maps and charts which describe the bottoms of oceans, rivers, and lakes. Constructs these maps. Helps industrial scientists and others to locate underwater minerals, mountains, and other geological features. Helps navigators to avoid shallow places.

TOOLS & EQUIPMENT: Depth recorders such as weighted plumb lines and more sophisticated sonographs (standard on large boats), binoculars, coring device (takes samples of the floor of a body of water), drawing and layout table, ruling pens (for drawing straight lines), cross section paper (a type of graph paper), protractor, triangle, t-square, slide rule, bow compass (a pair of drawing compasses joined with a flexible band).

WORK PLACES: In offices and on decks of survey boats and ships. In on-shore drafting offices.

TRAINING: College degree (B.S.) in oceanography, biology, geology, geography, engineering, drafting, or math. Naval training and experience.

FISH HATCHERY TECHNICIAN

SKILLS & TASKS: Cleans and maintains indoor and outdoor ponds and raceways (human made trough-like living and breeding places for fish). Maintains grounds and equipment. Feeds fish (up to 12 times daily). Cares for fish eggs by treating them for disease and removing dead ones from ponds. Raises and spawns brood fish. Helps fish adjust to different water conditions. Keeps accurate records of findings. Helps conservationists and biologists by gathering field data, compiling commercial landings of fish, and improving conditions in streams and other natural waterways.

TOOLS & EQUIPMENT: Stump gun (suction tool used to capture small fish for study), screens (to keep fish from entering other ponds or waterways), screen cleaning brushes, long handled hooks, seine (a long net pulled behind a boat to crowd fish together), trap net (box-shaped fish trap), grounds maintenance materials such as shovels, hammers, screwdrivers, saws.

WORK PLACES: Government and privately owned fish hatcheries. Various other bodies of water where field studies useful to biologists and conservationists may be done.

TRAINING: High school biology, chemistry, and English courses. Laboratory experience. Two years college level study (fish and wildlife technician program). Four-year B.S. degree in biology or environmental studies.

BOAT BUILDER

SKILLS & TASKS: A boat builder who builds small fiberglass boats may build a boat from start to finish. Prepares mold (spreads wax, scrapes off excess, buffs and polishes mold). Puts "plugs" together (large pieces of shaped wood that form the hull and deck of boat). Covers wood with wet fiberglass cloth or mat. "Lays in" pieces of wood to strengthen structure. Works with fiberglass and hardening chemicals. Squeezes out bubbles after each layer of fiberglass is applied. "Pops out" mold by forcing water between mold and hull. Grinds down edges and curves of hull and deck. Patches damaged fiberglass by sanding space around cut, filling with caulking or gel-coat, buffing, and painting. A shipyard worker may work on one aspect of ship construction such as welding, carpentry, or electrical wiring.

TOOLS & EQUIPMENT: Hard hat, gloves, respirator, sander, spray paint, squeegee (to force out bubbles), fiberglass mat, scissors, rollers, chemical spray canisters and nozzles, paint brushes, razor blades, caulking gun, buffer. Shipyard workers use the specialized tools of their own construction trade.

WORK PLACES: Boat building plants, government and privately owned shipyards.

TRAINING: Vocational school courses where plastics, wood and fiberglass are used are most helpful for small boat builders. Vocational school, college, armed forces and on-the-job training in carpentry, welding, plumbing, electronics, or architecture are most useful for shipyard workers.

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MARINE BIOLOGIST

SKILLS & TASKS: Gathers and studies specimens of marine life. Conducts surveys and experiments to collect data about ocean movement, life, mineral and ore deposits, and floor contour. Works with hydrographers to make maps, charts, graphs, and special representations of the ocean and ocean floor. Works with pharmaceutical companies to find ways to extract drugs from marine plants and animals.

TOOLS & EQUIPMENT: Microscope, test tubes, petri dishes, culture mediums, Nansen bottle, oxygen meter, Secchi disc (a black and white disk lowered into water until it disappears. It's used to measure turbidity or cloudiness of water), salinometer (measures salt content of water), plankton net, otter trawl (open mouth fish net), benthic sled (a skimmer that picks up ocean life along the benthos, or ocean floor), recording thermometer (makes constant temperature readings at different depths), coring device.

WORK PLACES: Laboratories aboard survey and research ships. Habitats, research facilities and labs at colleges and universities, private industry, government agencies. Naval bases and research facilities.

TRAINING: College degree (B.S.) in oceanography or biology. Graduate work leads to best positions in a chosen field.

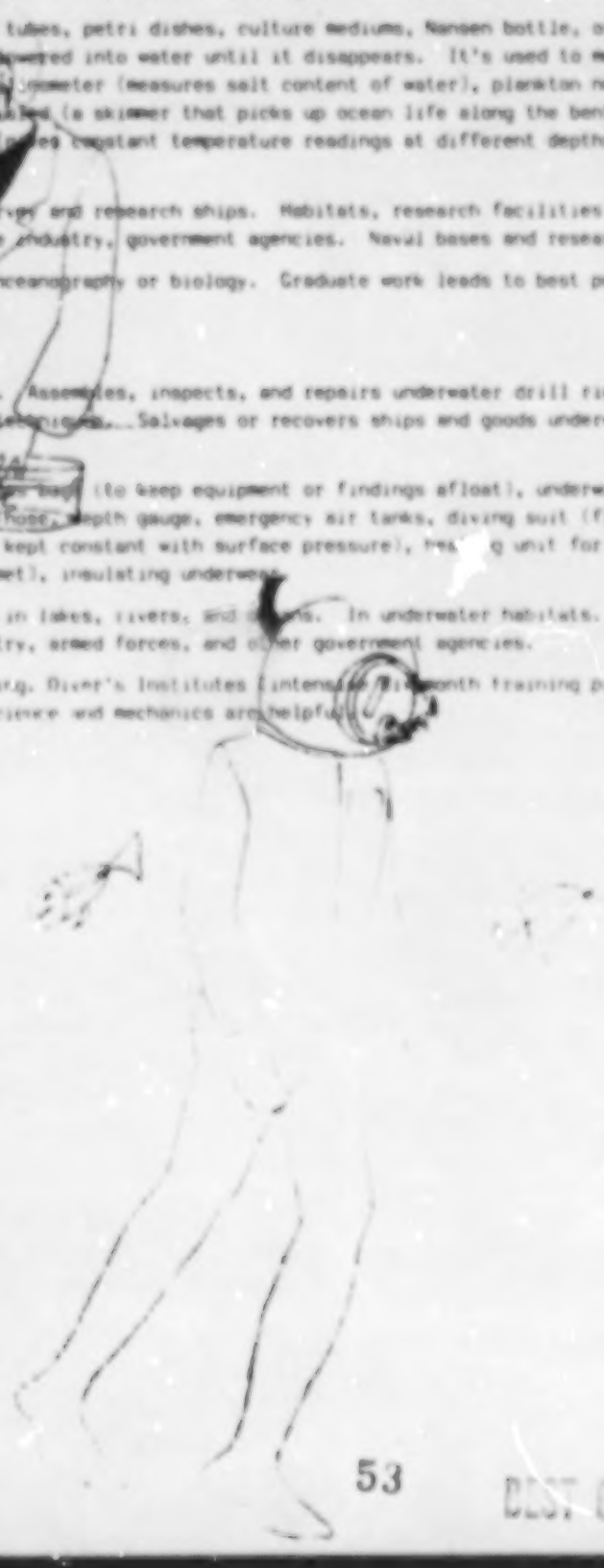
COMMERCIAL DIVER

SKILLS & TASKS: Explores underwater. Assembles, inspects, and repairs underwater drill riggings and pipes using cutting and welding torches. Salvages or recovers ships and goods underwater. Searches for missing persons.

TOOLS & EQUIPMENT: Lines or ropes, air bags (to keep equipment or findings afloat), underwater flashlight and camera, diver's watch, pinhose, depth gauge, emergency air tanks, diving suit (flexible at joints, with atmospheric pressure kept constant with surface pressure), heating unit for suit, [illegible] mask (like enclosed football helmet), insulating underwear.

WORK PLACES: Underwater in the dark in lakes, rivers, and oceans. In underwater habitats. On surface ships for private business and industry, armed forces, and other government agencies.

TRAINING: YMCA courses in scuba diving. Diver's Institutes (intensive six month training program). High school and college courses in science and mechanics are helpful.



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CLERICAL WORKER

SKILLS & TASKS: A file clerk classifies, stores, and updates information according to filing systems based on alphabetization, number, or another code, keeps track of information removed from files, transfers outdated information to inactive storage places, modifies old filing systems and establishes new ones, may type, operate varied office machines, sort mail, or microfile incoming documents. A typist types letters, reports, and other printed matter according to dictation. A secretary answers the phone, arranges appointments, reads and answers (may type) routine correspondence, organizes office supplies and information, files business records, arranges business travel and entertainment details, may do minor bookkeeping or act as receptionist. A stenographer takes dictation using shorthand, types, answers the phone, operates office machines.

TOOLS & EQUIPMENT: Tools and equipment overlap for all four occupations: office records, filing cabinets, office telephone, typewriter, duplicating and photocopy machines, adding machine, calculator, dictating machine (with earphones), stenographer notebook, ledger, special typewriters such as teletypewriter or proportional spacing typewriter, addressograph machine, appointment book and calendars, general office supplies such as pens, pencils, erasers, paper fasteners. Possibly mechanized files, microfile electronic transmitter.

WORK PLACES: Public and private business offices, banks, factories, government agencies, insurance companies. Offices for educational, religious, judicial, and health institutions. Much part-time work is available.

TRAINING: High school English grammar, spelling and business courses. On-the-job training. College business courses and degrees from business schools helpful. Specialization and technical training lead to advancement. May belong to Office and Professional Employees' International Union.

COMPUTER OPERATOR

SKILLS & TASKS: A key punch operator prepares data for computer input by punching patterns of holes that represent letters, numbers, and other symbols into special coding computer cards or paper tapes, checks computer operation and recognizes defects, cuts paper tapes, collates cards. A computer programmer does research to find information that will help solve problems, technical and otherwise; analyzes problems; plans how the computer will work in order to solve problems; prepares flow charts to show steps in the sequence that a computer will follow; writes and prepares coded instructions for key punch operator (input); instructs computer in each step of problem solving process; tests, completed problem solving program; "debugs" computer when a program does not work.

TOOLS & EQUIPMENT: Key punch operator: typewriter, adding machine, bookkeeping machine, keypunch machine cards, computer. Programmer: research library and reference materials, flow chart, computer, general office supplies.

WORK PLACES: Rooms that are dust-free and maintained at a constant temperature for government agencies, insurance agencies, transportation and utility companies, banks, manufacturing plants, scientific and educational institutions, and other organizations which use computers.

TRAINING: Key punch operator: high school courses at vocational schools and community colleges, on-the-job training, training programs offered by computer companies. Programmer: college degree in math, business administration, accounting, engineering, or physics; on-the-job training.

ASSISTANT BANK MANAGER

SKILLS & TASKS: Helps bank manager to plan work methods and work distribution. Sees that employees carry out work plans and procedures efficiently. Studies organization and management plans. Prepares budget estimates. Analyzes bank activity and efficiency. Co-manages bank services like loans, checking and savings accounts, trust services, credit cards, and safe deposits. Helps people choose and apply for bank services. Checks for errors in daily transactions. Secures locks and makes sure alarms are checked and serviced regularly.

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ASSISTANT BANK MANAGER (cont.)

TOOLS & EQUIPMENT: Ledgers (official records of business transactions), accounts (records of money held by bank), loan and other service applications, adding machines, calculator, telephone, receipts (written records of payment), vault (room-size safe used to keep money and other valuables), safe deposit boxes (rented space in bank vault used to store customers' valuable goods), cash, checks, night depository.

WORK PLACES: Commercial banks (primarily designed to handle checking accounts and to make short term loans while offering various other services), savings banks (designed to support savings accounts and make mortgage loans), and specialized banks.

TRAINING: High school math, business, and economics courses. College business courses and management programs. Vocational courses offered by banking associations. On-the-job training. Summer jobs in banks are a good start for high school students.

ACTUARY

SKILLS & TASKS: Keeps informed about economic and social trends as well as legal developments that affect insurance practices. Designs and evaluates insurance and pension plans. Uses statistics to figure probabilities of death, illness, injury, unemployment, retirement, and various hazards. Calculates payment rates, and outlines effective policy contracts. Updates policy prices. Helps determine insurance company guidelines and practices. Explains technical matters to company executives, government officials, and public. May specialize in life and health insurance or in property and liability insurance. Government employed actuary may regulate insurance companies or supervise state or federal insurance and pension plans.

TOOLS & EQUIPMENT: Legal reference books, policy and contract guidelines, statistics, graphs, current claim and payment data, professional periodicals, calculator, office supplies.

WORK PLACES: Offices at private insurance companies and consulting firms. Government insurance program offices. Rating bureaus (associations which supply data to insurance companies). Most actuaries work in major cities.

TRAINING: High school math plus four-year college degree (B.S.) with major in math, statistics, economics, business administration, accounting, or insurance law. Examination series required for full professional status. On-the-job training (5-10 years).

CASHIER

SKILLS & TASKS: Takes money for goods or services. Operates cash register. Makes change. Keeps records of receipts and checks. Fills out charge forms. Cashes checks. Wraps purchases. Refers complaints and suggestions to manager. May also stock merchandise, answer phones, make reservations, operate ticket machines or switchboard, make bank deposits or do minor bookkeeping.

TOOLS & EQUIPMENT: Cash register, adding machine, wrapping materials, telephone, charge account booklets, reservation calendars, price lists, sturdy shoes, name tag.

WORK PLACES: Indoors, usually standing at stores, service shops and agencies, cafeterias, restaurants, banks, hotels, and other places where money is exchanged.

TRAINING: High school math. On-the-job training and practice adding and subtracting accurately and quickly. Business courses such as business math, bookkeeping and typing increase possibilities of advancement.

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3. Decision Making and Goal Attaining

Decision making and goal attaining activities are designed to help students learn skills that will help them make realistic career decisions and to set rewarding occupational goals. The model represented by the DMGA Pathway and Mountain (see following page) helps students understand and make use of all available resources to work toward getting what they want. CHOICE teaches a series of decision making and goal attaining steps which are based on students' individual values and situations. The early Basic levels (1-4) introduce and reinforce three or four steps on the Decision Making Goal Attaining Pathway and Mountain. The model first appears in its complete form on level 5. The steps are as follows:

WHAT'S GOING ON? WHAT DO YOU WANT? Define the goal you want to reach or the decision you'll be making. State it clearly in terms that show that you KNOW what you want.

USE RESOURCES. Expose yourself to all the possibilities: read, talk to people, and get experience to gain a complete understanding of your situation.

FIND OUT. Then, assess the situation. Who can help you? What might stand in your way? How much time will it take to get what you want?

KNOW OPTIONS AND OUTCOMES. Don't make a decision until you've thought about all the possibilities.

KNOW VALUES. OK, now think about what's important to you. Think about <u>all</u> the things that are important to you. Which do you value the most? This will help you make a decision you can live with.

DECIDE. Then decide.

PLAN. If you've come this far and want to work toward a goal, the first step is to plan. What will you do to reach your goal? When will you do it? Schedule your activities.

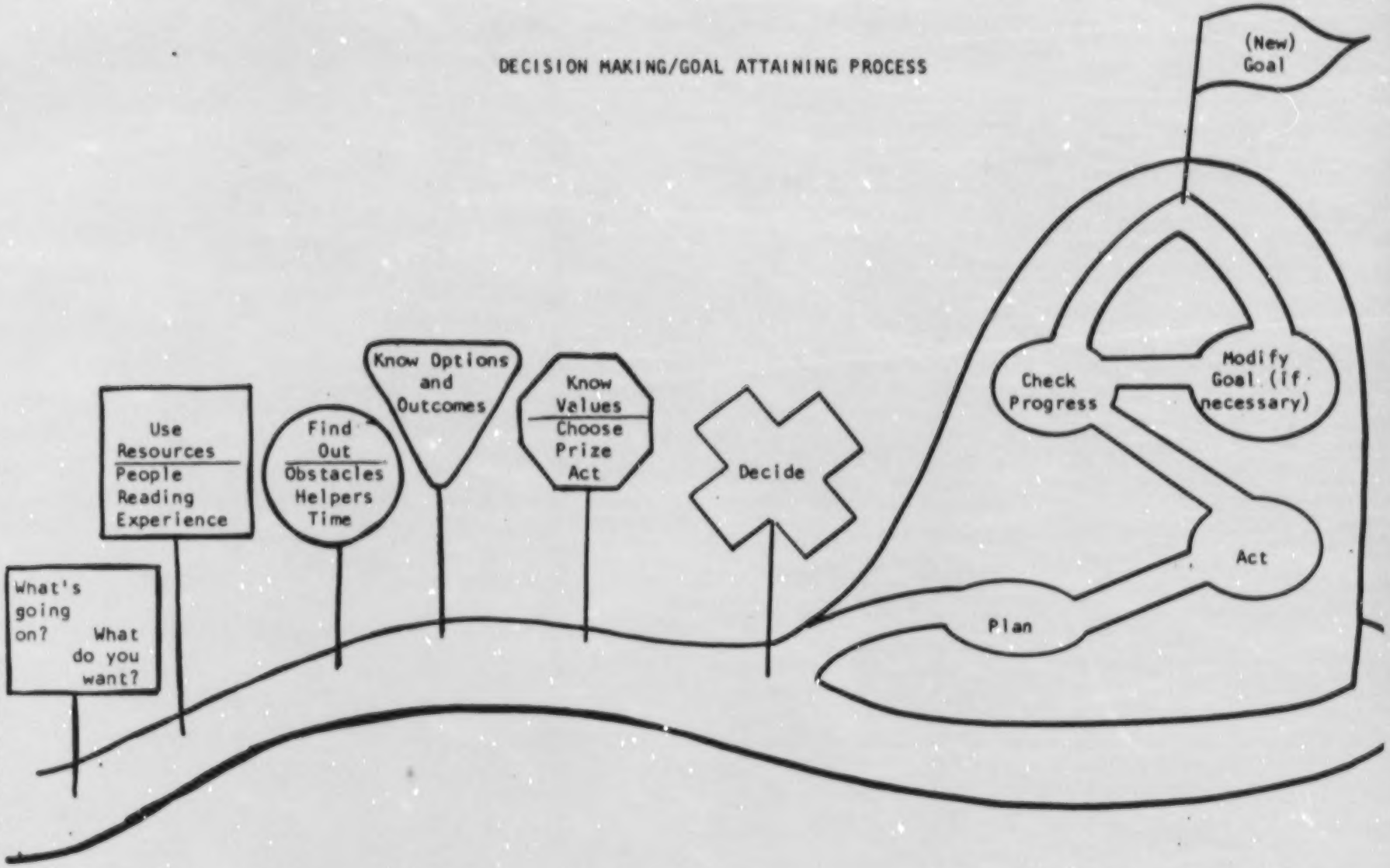
ACT. Take the steps you need to reach your goal. Another word for ACT is PRACTICE.

CHECK PROGRESS. How far have you come toward your goal? How much further do you have to go? What's left to be done? Is your goal realistic?

MODIFY GOAL IF NECESSARY. This step may not be necessary, but maybe your goal is more than you can handle. Maybe you'd like to do more than what you originally set out to do. In either case, you'll need to make a change in the goal you described when you first answered the question: WHAT DO YOU WANT?

GOAL. Reach your goal!

DECISION MAKING/GOAL ATTAINING PROCESS



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CHOICE Basic Materials:

1. Activity Folders

CHOICE activity folders are designed to be complete learning units in a format which can be used conveniently by teachers and learners. Most folder activities have been designed for use within 30-45 minute periods. The back covers of activity folders show pictures of the workers introduced at that instructional level. Each instructional level has its color: level 1-buff, level 2-green, level 3-yellow, level 4-salmon, level 5-blue, level 6-cherry, and level 7-white. Directions and extra materials needed appear on the front covers of the activity folders.

Coding: Each folder activity is coded according to the basic instructional level, career education content strand, and activity number. The first section of the code denotes instructional level of the basic materials: B1, B2, B3, etc. The career education content strand code follows the level code. SA is the symbol for Self Awareness, J&R is the symbol for Job and Role Awareness, and DMGA is the symbol for Decision Making and Goal Attaining. The third section of the code is the number of each activity. It is recommended that on any level activities within a strand be completed in numercial order: B3 - J & R - 1, B3 - J & R - 2, etc.

Directions: Follow directions as presented on each folder.

Extra Materials: Lists all required materials not included in the activity folder. Most of these materials can be found in school or at home.

2. Learner Log/Workbooks

Job and role folder activities are supplemented by log/workbook activities. Each learner has a log/workbook which may be taken home at the end of the program. In many cases the log/workbook activities are related to language arts and mathematics curriculum.

3. Teacher Log/Workbooks

The teacher log/workbooks include all the student pages with the addition of stories and information to be read to the learner at lower levels. At upper levels the stories are included in the student book as well. All teacher logs contain suggested answers for activity pages.

4. Pre- Post- Assessments

Assessments for each level of the Basic materials have been developed and can be utilized to measure acquisition of career information.

-Basic-

Self Awareness

Performance Objectives

SA-B1 Students given instruction with (grade K) CHOICE folder activities B1-SA-1 through B1-SA-5
Will demonstrate ability to:
- name 7 out of 10 body parts (arms, ears, eyes, feet, hands, head, legs, mouth, nose, torso) and
- identify 3 out of 4 feelings (anger, fright, happiness, sadness)

As evidenced by the students' participation in instruction with the 5 CHOICE folder activities

SA-B2 Students given instruction with (grade 1) CHOICE folder activities B2-SA-1 through B2-SA-10
Will demonstrate ability to:
- name 5 out of 7 body parts (elbows, fingers, knees, shoulders, toes, tongue) and
- identify 4 out of 5 senses (hearing, sight, smell, taste, touch)
- choose a favorite skill (climbing, dancing, listening, running, singing, skipping, talking, walking)

As evidenced by the students' participation in instruction with the 10 CHOICE folder activities.

SA-B3 Students given instruction with (grade 2) CHOICE folder activities B3-SA-1 through B3-SA-8
Will demonstrate ability to:
- measure any of their own 5 body parts or classroom objects and
- name 3 differences between 2 homes they have lived in and/or 3 differences between 2 of their friends

As evidenced by the students' participation in instruction with the 8 CHOICE folder activities

SA-B4 Students given instruction with (grade 3) CHOICE folder activities B4-SA-1 through B4-SA-7
Will demonstrate ability to:
- fill out own I.D. cards (name, address, phone or school bus number, age)
- name the places on the human body where blood, bones, skull, veins, and wrists are located
- identify 3 feelings (boredom, loneliness, bravery)

As evidenced by the students' participation in instruction with the 7 CHOICE folder activities

SA-B5 Students given instruction with (grade 4) CHOICE folder activities B5-SA-1 through B5-SA-4
Will demonstrate ability to:
- identify 4 feelings (dreaminess, embarrassment, hurt, impatience) and/or
- name 4 "universal needs" (caring, clothing, food, shelter)

As evidenced by the students' participation in instruction with the 4 CHOICE folder activities

SA-B6 Students given instruction with (grade 5) CHOICE folder activities B6-SA-1 through B6-SA-5
Will demonstrate ability to:
- identify 2 feelings (hate, love)
- describe own physical appearance, prized possessions, prized activities, and prized behaviors
As evidenced by the students' participation in instruction with the 5 CHOICE folder activities

SA-B7 Students given instruction with (grade 6) CHOICE folder activities B7-SA-1 through B7-SA-4
Will demonstrate ability to:
- identify 2 feelings (belonging, rejection)
As evidenced by the students' participation in instruction with the 4 CHOICE folder activities

-Basic-

Job & Role Awareness

Performance Objectives

J&R-B1 Students given instruction with (grade K) CHOICE B1 Student Log and CHOICE folder activities B1-J&R-1 through B1-J&R-8
Will demonstrate knowledge of:
- on-the-job skills and tasks,
- tools and equipment, and/or
- work places
for 4 out of 6 workers in the ARTS AND HUMANITIES career cluster (actor, artist, dancer, musician, puppeteer, teacher) and 4 out of 5 workers in the HOMEMAKING career cluster (day care worker, housekeeper, janitor, tailor, waiter)
As measured by the students completing, with 90% accuracy, the CHOICE B1 test

J&R-B2 Students given instruction with (grade 1) CHOICE B2 Student Log and CHOICE folder activities B2-J&R-1 through B2-J&R-10
Will demonstrate knowledge of:
- on-the-job skills and tasks,
-tools and equipment, and/or
-work places
for 4 out of 6 workers in the HEALTH career cluster (ambulance driver/attendant, dentist, dietician, eye doctor/optometrist, family doctor, school nurse) and 4 out of 6 workers in the PERSONAL SERVICES career cluster (blacksmith, day care worker, gas station attendant, hairdresser/barber, television repairer, waitress)
As measured by the students completing, with 90% accuracy, the CHOICE B2 test

J R-B3 Students given instruction with (grade 2) CHOICE B3 Student Log and CHOICE folder activities B3-J&R-1 through B3-J&R-7
Will demonstrate knowledge of:
- on-the-job skills and tasks,
- tools and equipment, and/or
- work places
for 4 out of 5 workers in the RECREATION career cluster (camp counselor, coach, tour guide, travel agent, usher) and 4 out of 6 workers in the TRANSPORTATION career cluster (airplane pilot, astronaut, mover, railroad engineer, school bus driver, trucker)
As measured by the students completing, with 90% accuracy, the CHOICE B3 test

J&R-B4 Students given instruction with (grade 3) CHOICE B4 Student Log and CHOICE folder activities B4-J&R-1 through B4-J&R-6
Will demonstrate knowledge of:
- on-the-job skills and tasks,
- tools and equipment, and/or
- work places
for 4 out of 5 workers in the AGRIBUSINESS career cluster (farmer, forest ranger, gardener, logger, miner) and 4 out of 6 workers in the PUBLIC SERVICE career cluster (fire fighter, librarian, mail carrier, nursing aide, police officer, sanitation worker)
As measured by the students completing, with 90% accuracy, the CHOICE B4 test

J&R-B5 Students given instruction with (grade 4) CHOICE B5 Student Log and CHOICE folder activities B5-J&R-1 through B5-J&R-9

Will demonstrate knowledge of:

- on-the-job skills and tasks,
- tools and equipment, and/or
- work places

for 4 out of 5 workers in the COMMUNICATION AND MEDIA career cluster (announcer, journalist, performer, photographer, telephone lineworker) and 4 out of 6 workers in the construction career cluster (architect, carpenter, cement mason, electrician, heavy equipment operator, plumber)

As measured by the students completing, with 90% accuracy, the CHOICE B5 test

J&R-B6 Students given instruction with (grade 5) CHOICE B6 Student Log and CHOICE folder activities B6-J&R-1 through B6-J&R-6

Will demonstrate knowledge of:

- on-the-job skills and tasks,
- tools and equipment, and/or
- training places

for 4 out of 6 workers in the MANUFACTURING career cluster (assembly worker, chemist, machinist, textile designer, union representative, welder) and 4 out of 5 workers in the MARKETING AND DISTRIBUTION career cluster (accountant, buyer, commercial artist, sales representative, trucker)

As measured by the students completing, with 90% accuracy, the CHOICE B6 test

J&R-B7 Students given instruction with (grade 6) CHOICE B7 Student Log and CHOICE folder activities B7-J&R-1 through B7-J&R-7

Will demonstrate knowledge of:

- on-the-job skills and tasks,
- tools and equipment, and/or
- work places

for 4 out of 5 workers in the BUSINESS AND OFFICE career cluster (actuary, assistant bank manager, cashier, clerical worker, computer operator) and 4 out of 5 workers in the MARINE SCIENCE career cluster (boat builder, commercial diver, fish hatchery technician, hydrographer, marine biologist)

As measured by the students completing, with 90% accuracy, the CHOICE B7 test

-Basic-

Decision Making/Goal Attaining

Performance Objectives

DMGA-B1 Students given instruction with (grade K) CHOICE folder activities B1-DMGA-1 through B1-DMGA-9
Will demonstrate ability to identify 2 of the following steps in the DMGA process:
- what do you want?
- use resources (people)
- find out (helpers)
- know values (choose, prize)
- goal

As evidenced by the students' participation in instruction with the 9 folder activities

DMGA-B2 Students given instruction with (grade 1) CHOICE folder activities B2-DMGA-1 through B2-DMGA-4
Will demonstrate ability to identify 3 of the following steps in the DMGA process:
- what do you want?
- use resources (people)
- know values (choose, prize)
- goal

As evidenced by the students' participation in instruction with the 4 folder activities

DMGA-B3 Students given instruction with (grade 2) CHOICE folder activities B3-DMGA-1 through B3-DMGA-8
Will demonstrate ability to identify 4 of the following steps in the DMGA process:
- what do you want?
- use resources (people)
- find out (obstacles, helpers, time)
- know values (choose, prize, act)
- plan
- act
- goal

As evidenced by the students' participation in instruction with the 8 folder activities

DMGA-B4 Students given instruction with (grade 3) CHOICE folder activities B4-DMGA-1 through B4-DMGA-8
Will demonstrate ability to identify 6 of the following steps in the DMGA process:
- what's going on?
- what do you want?
- find out (obstacles, helpers, time)
- decide
- act
- goal
- use resources (people, experience, reading)
- know options and outcomes
- plan
- check progress

As evidenced by the students' participation in instruction with the 8 folder activities

STUDENT PROFILE B1

Student _____ Instructor _____ Entry Level _____

Pretest: Score _____ Date _____

STRAND	#		DATE BEGIN	DATE END
SELF AWARENESS		ACTIVITY FOLDERS		
	1	Mirror, Mirror		
	2	Silhouette		
	3	Skill Mime		
	4	Four Feelings		
	5	Move to Music		
JOB & ROLE AWARENESS		ACTIVITY FOLDERS		
	1	Tool Bingo		
	2	Helper Stories		
	3	Needs and Helpers		
	4	Tailor		
	5	Tool Match-ups		
	6	Workers and Their Tools		
	7	Family Workers		
	8	Favorite Workers Puppet		
		LGG/WORKBOOK		
		Arts and Humanities Cluster		
		Homemaking Cluster		
DECISION-MAKING GOAL ATTAINING		ACTIVITY FOLDERS		
	1	The Story of Lorenzo		
	2	Clothing Choices		
	3	What I Choose: Alone or With Others		
	4	Workers--Helpers		
	5	Helper Time--Learn Just One Rhyme		
	6	Helper Time--Learn Two More Rhymes		
	7	Skill Helpers		
	8	I Am Proud		
	9	Proud Pin		

Posttest: Score _____ Date _____

STUDENT PROFILE B2

Student _____ Instructor _____ _____ Entry Level ____

Pretest: Score ____ Date ____

STRAND	#		DATE BEGIN	DATE END
SELF AWARENESS		ACTIVITY FOLDERS		
	1	The Senses Work Together		
	2	Hansel and Gretel		
	3	Quiet Sounds		
	4	Listen and Rhyme		
	5	A Day with Isabel		
	6	Thumbkin		
	7	Head, Shoulders, Knees, and Toes		
	8	Growing Skills		
	9	I Like This Best		
	10	Self Collage		
JOB & ROLE AWARENESS		ACTIVITY FOLDERS		
	1	Personal Service Worker Stories		
	2	Who Can Help?		
	3	Tool Fishing		
	4	Worker-building Match-ups		
	5	Health Worker Stories		
	6	Eating the Big Four		
	7	Health Skills Bingo		
	8	Around the Town		
	9	Dial-a-tool Mime		
	10	Hats and Badges		
		LOG/WORKBOOK		
		Health Cluster		
		Personal Services Cluster		
DMGA		ACTIVITY FOLDERS		
	1	Friendship Tree		
	2	Who Can Help?		
	3	Goals 1,2,3		
	4	Goals 4,5,6		

Posttest: Score ____ Date ____

STUDENT PROFILE B3

Student _____ Instructor _____ Entry Level _____

Pretest: Score _____ Date _____

STRAND	#		DATE BEGIN	DATE END
SELF AWARENESS		ACTIVITY FOLDERS		
	1	Measure with Metric		
	2	Will They Fit?		
	3	Measure Me		
	4	Changes: Tell Six Stories		
	5	Two Homes		
	6	Friends Change		
	7	Change and Improve		
	8	Work and Play		
JOB & ROLE AWARENESS		ACTIVITY FOLDERS		
	1	Three Picture Stories		
	2	Island Hopping		
	3	Tool Fill-in		
	4	To School on Time		
	5	Shopping Spree		
	6	Marble Fun		
	7	Who Am I?		
		LOG/WORKBOOK		
		Recreation Cluster		
		Transportation Cluster		
DECISION MAKING GOAL ATTAINING		ACTIVITY FOLDERS		
	1	Value Seating		
	2	What I Value the Most		
	3	What Will They Do?		
	4	Joanna Plans		
	5	Goal Steps		
	6	What Next?		
	7	Spin-a-step		
	8	Time and Obstacles		

Posttest: Score _____ Date _____

STUDENT PROFILE B4

Student _____ Instructor _____ Entry Level _____

Pretest: Score _____ Date _____

STRAND	#		DATE BEGIN	DATE END
SELF AWARENESS		ACTIVITY FOLDERS		
	1	The Secret Club House		
	2	My I. D.		
	3	Blood and Bones		
	4	Make your Monster		
	5	Continental Concentration		
	6	Fire Feelings		
	7	The Nature Parade		
JOB & ROLE AWARENESS		ACTIVITY FOLDERS		
	1	Rainy Day Explorers		
	2	Public Service Workers		
	3	Dial and Mime		
	4	Agribusiness Workers		
	5	Workers Talkin' Out		
	6	Occupation Puppets		
		LOG/WORKBOOK		
		Public Services Cluster		
		Agribusiness Cluster		
DECISION MAKING GOAL ATTAINING		ACTIVITY FOLDERS		
	1	The Little Red Hen		
	2	Use 3 Sources		
	3	Either-or and Plenty More		
	4	Blue Valley Decides		
	5	Resource Bundles		
	6	Johnny Appleseed		
	7	Growing a Plant		

Posttest: Score _____ Date _____

STUDENT PROFILE B5

Student _____ Instructor _____ Entry Level ____

Pretest: Score ____ Date _____

STRAND	#		DATE BEGIN	DATE END
SELF AWARENESS		ACTIVITY FOLDERS		
	1	Feelings Change		
	2	In Other Words		
	3	Spin and Act		
	4	An Island of Listeners		
JOB & ROLE AWARENESS		ACTIVITY FOLDERS		
	1	Construction: Architect and Heavy Equipment Operator		
	2	Apprentice Construction Workers: Cement Mason and Carpenters		
	3	Construction: Plumbers and Electricians		
	4	Construction: Show What You Know		
	5	Communication and Media		
	6	Communication: Know More--Pay Less		
	7	Fact and Opinion		
	8	Who? When? What? Where? Why?		
	9	Communication and Media: Show What You Know		
		LOG/WORKBOOK		
		Construction Cluster		
		Communication and Media Cluster		
DECISION MAKING GOAL ATTAINING		ACTIVITY FOLDERS		
	1	Outcomes: The Option Game		
	2	Sweet, Sour, Sweet		
	3	Goal Changes		
	4	Birthday Building		
	5	Claudette, Ronald, and Sylvia: The School Play		
	6	Curbside Mechanics		
	7	Hoot! Hoot! Hooray!		
	8	Think and Do--It's Up to You		

Posttest: Score ____ Date _____

STUDENT PROFILE B6

Student _____ Instructor _____ Entry Level _____

Pretest: Score _____ Date _____

STRAND	#		DATE BEGIN	DATE END
SELF AWARENESS		ACTIVITY FOLDERS		
	1	Miranda and Michael		
	2	Poems of Love and Hate		
	3	Saturday by the River		
	4	Tell Tales		
	5	Speaking of Me		
JOB & ROLE AWARENESS		ACTIVITY FOLDERS		
	1	Business Is Blooming		
	2	Workers Talkin' Out		
	3	Facts Match		
	4	Marketing Magic: The Tape Trip		
	5	Marketing and Distribution: Concentration		
	6	Tape Talk		
		LOG/WORKBOOK		
		Manufacturing Cluster		
		Marketing and Distribution Cluster		
DECISION MAKING GOAL ATTAINING		ACTIVITY FOLDERS		
	1	Clearer Values--Take Aim		
	2	Goal Steps Bingo		
	3	Research Goal		
	4	Competition and Profit		
	5	Jezze's the Name/Adventure's the Game		
	6	Lefty's Leather		
	7	Sailboat Sale		
	8	Work-study Wheelies		
	9	4 Goals--Step by Step		

Posttest: Score _____ Date _____

STUDENT PROFILE B7

Student _____ Instructor _____ Entry Level _____

Pretest: Score _____ Date _____

STRAND	#		DATE BEGIN	DATE END
SELF AWARENESS		ACTIVITY FOLDERS		
	1	Slick Raymond and Ugly Malvina		
	2	Fitting In and Sticking Out		
	3	If Flapjacks Can Fly, So Can I		
	4	Two Feelings--Tell Two Stories		
JOB & ROLE AWARENESS		ACTIVITY FOLDERS		
	1	Marine Science Concentration		
	2	Lingo Bingo		
	3	Get the Facts		
	4	Business and Office Blaze		
	5	Business and Office: Know More, Pay Less		
	6	Assorted Sorting Skills		
	7	Office Party		
		LOG/WORKBOOK		
		Marine Science Cluster		
		Business and Office Cluster		
DECISION MAKING GOAL ATTAINING		ACTIVITY FOLDERS		
	1	A Fish Tale		
	2	Breaking the Code		
	3	Business and Office: Problem-Solution Match-up		
	4	A Research Goal		
	5	The Cape Cod Compromise		
	6	Clemencia Conquers		
	7	Chris and the Free Time Find		
	8	First Office Party		
	9	Steps: 4 Goals		

Posttest: Score _____ Date _____

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Correlations to Language Arts Curriculums

Occupational Resources selections can be used to reinforce and practice many language arts skills. The theme of different workers--their tasks and skills or tools and equipment can be used as the base theme for word study (phonology, etc.) skill activities. Comprehension skills are studied each time a student reads a selection and works on the following quiz. Specifically, the student must use sentence meaning, main idea, cause and effect, outcome predicting, drawing conclusion, and making inferences skills. In relation to the Random House Hils2 High Intensity Learning Systems Occupational Resources selections can be used to work on the following skills in books 1 and 2:

1-C-2 Sentence Meaning
1-C-5 Main Idea and Detail
1-C-6 Cause and Effect
1-C-11 Main Idea and Detail
1-C-12 Main Idea and Detail
1-C-13 Main Idea and Relevant Detail
1-C-14 Cause and Effect
1-C-15 Predicting Outcomes
1-C-16 Drawing Conclusions
1-C-17 Making Inferences
1-C-20 Sentence Meaning

2-C-21 Main Idea and Detail
2-C-22 Main Idea and Relevant Detail
2-C-23 Main Idea and Key Sentences
2-C-24 Figurative Language
2-C-26 Cause and Effect
2-C-28 Drawing Conclusions
2-C-29 Author's Purpose
2-C-30 Making Inferences
2-C-32 Plot
2-C-33 Sentence Meaning
2-C-34 Main Idea and Detail
2-C-35 Main Idea and Relevant Detail
2-C-36 Cause and Effect
2-C-37 Fact and Opinion
2-C-38 Drawing Conclusions
2-C-41 Author's Purpose
2-C-42 Fact and Opinion
2-C-44 Making Inferences
2-C-45 Main Idea and Key Sentences
2-C-46 Sentence Meaning

Career Notes sections can be used to reinforce and practice many of the applied skills of language arts curriculums. Locating information, using guide words, using classified ads, writing applications, reading maps, and categorizing are some of the applied skills that are covered in Career Notes. Specifically, in relation to the Hils2 High Intensity Learning System the following skills apply:

Hils2		CHOICE
1-AS-4,8	Locating Information	"Use Resources"
2-AS-11,45	Abbreviations	"Know About the Working World"
2-AS-18	Guide Words	"Use Resources"
3-AS-58	Classified Ads	"Know About the Working World"
3-AS-59	Applications	"Organize and Present the Facts About You"
		"First Applications"
3-AS-60	Road maps	"Use Resources"
3-AS-83	Forms	"First Applications"
		"Organize and Present the Facts About You"

The Mission Information selections can be used to reinforce and practice outlining skills and for reading skills in science and social studies. (In the Hils2 reading achievement inventories these would be applied skills 3-AS-49,55,74,75,77,80.) In doing the reports for Mission Information the student is also practicing his/her writing skills -- another important area of the language arts curriculum.

Career Education Bibliography

TITLE AND DESCRIPTION	PUBLISHER
GENERAL REFERENCE	
Occupational Outlook Handbook	U.S. Department of Labor Bureau of Labor Statistics Washington, DC 20212
☆ Exploring Careers	U.S. Department of Labor Bureau of Labor Statistics Washington, DC 20212
☆ Encyclopedia of Careers and Vocational Guidance (Volumes I & II)	Feruson Publishing Company Chicago, Illinois
Guide For Occupational Exploration	U.S. Department of Labor Employment and Training Administration Washington, DC 20213
Career Opportunities	Feruson Publishing Company Chicago, Illinois
FREE INFORMATION	
Career Information: A Directory of Free Materials for Counselors and Teachers	Information Systems and Services, Inc. Milwaulkee, Wisconsin
Sources of Free Information from unions, professional associations, government listings, and private firms.	Southern California Employment Data and Research Field Service Unit Los Angeles, California
YOUTH	
Job Guide For Young Workers	U.S. Government Printing Office Washington, DC 20402
New York Times Guide To The Summer For Teenagers U.S.A.	U.S. Department of Labor Bureau of Labor Statistics Washington, DC 20212
Matching High School Graduates To Jobs	Simon and Shuster New York, New York
TRAINING	
The Blue Book of Occupations	Macmillian Information New York, New York
Learn A Skilled Craft Through Apprentice Training	U.S. Department of Labor Employment and Training Administration Washington, DC 20213
National Apprenticeship Programs	U.S. Department of Labor Bureau of Labor Statistics Washington, DC 20212
Civil Service Handbook	Arco Books New York, NY

-Advanced-

Self Awareness

Performance Objectives

SA-1 Students given instruction with the Career Notes unit "Know Yourself"
Will demonstrate ability to:
- identify 2 personal work or leisure goals
- name at least 1 personal physical quality and 1 personal intellectual quality which will help in reaching each goal

As evidenced by completion of "What Do You Want?" (p. K 3)

SA-2 Students given instruction with the Career Notes unit "Values"
Will:
- demonstrate knowledge of the definition of "values"
- identify 2 steps (choosing and acting) in the valuing process
- name 4 personal work-related values

As evidenced by the completion of:
- "Cartoon Questions" (p. V 5)
- "Ask Yourself" (p. V 6)
- "Checklist Choice" (p. V 7)
- "Acting on Your Values" (p. V 7)
- "Meaningful Work" (p. V 9)
- "How About These" (p. V 10)
- "For Discussion" (p. V 10)

SA-3 Students given instruction with the Career Notes unit "Learn About Yourself"
Will demonstrate ability to:
- name at least 1 personal and/or career-related values identified as a result of an aptitude test
- identify own most valued skills, activities, and interests
- rank order 9 work-related values
- identify 1 occupation that would allow performance of the 3 highest ranked values

As evidenced by the completion of:
- an aptitude test (supplied by the school Guidance Office)
- completing the "Ask Yourself These Questions" (p. L 1)
- completing the "Work Related Values" (p. L 2)

SA-4 Students given instruction with the Career Notes unit "Work Readiness"
Will assess their own "work readiness" skills:
- dressing appropriately for the job
- using appropriate language on the job
- regular attendance/punctuality
- understanding instructions/following directions
- working in cooperation with others

As evidenced by the completion of "How Work Ready Are You?"

SA-5 Students given instruction with the Career Notes unit "Job Interviews"
Will demonstrate ability to:
- name their own career goals, work-related values, and career-related experiences
- assess their own employability skills: appropriate dress and language, attendance habits, and cooperativeness

As evidenced by the completion of "Topic Questions" (p. I 14-16)

SA-6 Students given instruction with the Career Notes unit "Organize and Present the Facts About You"
Will compile a list of career-related facts:
- personal data (name, birthdate, address, telephone number, social security number, marital status, emergency notification name and relationship and telephone number)
- a desired occupation
- education data (names and addresses of schools attended, dates of attendance
- leisure activities (hobbies and interests)
- work experience (employers' names and addresses, work positions, on-the-job duties and responsibilities, work hours, wages, reasons for leaving)
- 3 references (names, addresses, positions, telephone numbers)

As evidenced by the completion of "Record the Facts About You" (p. O 2-5)

SA-7 Students given instruction with the Career Notes unit "Organize and Present the Facts About You"
Will evaluate themselves on employability skills:
- dressing appropriately for the job
- using appropriate language on the job
- regular attendance/punctuality
- understanding instructions/following directions
- working in cooperation with others
- completing job applications, resumes, and cover letters of introduction accurately

As evidenced by the completion of:
- "Check Yourself" (p. O 14)
- "Employability Crossword Puzzle" (p. O 20-24) with 90% accuracy

SA-8 Students given instruction with the Mission Information unit "Mission #1: Work Site Interview" and
Having completed, with 90% accuracy, the:
-"Resource Inquiry" (p. I 5-6)
-"Interview Inquiry" (p. I 10-11) and
Having spent at least 1 hour in a community work place interviewing a worker
Will demonstrate ability to assess their interest in an occupation, including:
- personal skills that might help them in the occupation
- personal values that make them feel suited for the occupation
- personal values that can be put into action in the occupation
- why or why not they would enjoy the occupation

As evidenced by the completion of the "Reaction Report" (p. I 14)

SA-9 Students given instruction with the Mission Information unit " Mission #2: Shadowing Community Workers" and
Having completed, with 90% accuracy, the:
- "Resource Inquiry" (p. S 5-6)
- "Shadow Inquiry" (p. S 10-11) and

Having spent at least 2 hours in a community work place observing and interviewing a worker
Will demonstrate ability to assess their interest in an occupation, including:
- personal employability strengths that could help them in the occupation
- personal job-getting skills that would help them gain employment in the occupation
- why or why not they would enjoy the occupation

As evidenced by the completion of the "Reaction Report" (p. S 14)

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Job & Role Awareness

Performance Objectives

J&R-1 Students given instruction with the Career Notes unit "First Applications"
Will demonstrate the ability to fill out applications for:
a social security number and/or
working papers/work permit
As evidenced by completion, with 90% accuracy, of:
the application for a social security number (p. F 3) and/or
the application for the "Permit to Employ" (p. F 6)

J&R-2 Students given instruction with the Career Notes unit "Career Clusters"
Will demonstrate the ability to name the U.S. Government defined career cluster to which each of 13 occupations belongs
As evidenced by completion, with 90% accuracy, of the "Cluster Quiz" (p. C 4)

J&R-3 Students given instruction with the Career Notes unit "Organize and Present the Facts About You"
Will demonstrate the ability to fill in a two-page job application
As evidenced by completion, with 90% accuracy, of the "Sample Job Application" (p. O 7-8)

J&R-4 Students given instruction in the Career Notes unit "Know About the Working World"
Will demonstrate:
- an understanding of the services available at private and public employment agencies
- the ability to interpret abbreviations used in newspaper ads
- knowledge of the kinds of information presented in newspaper want ads
- the ability to write a position wanted ad

As evidenced by completion, with 90% accuracy, of the:
- "Wand Ad Crossword" (p. WW 5)
- "What You'll Find in the Help Wanted Ads" (p. WW 6-7)
- "Do It Yourself: Read Ads" (p. WW 8)
- "Position Wanted Ads" (p. WW 10)
- "Place Your Position Wanted Ad Here" (p. WW 11)

J&R-5 Students given instruction in the Career Notes unit "Organize and Present the Facts About You"
Will demonstrate the ability to write a resume
As evidenced by completion of "Write a Rough Draft of Your Resume" (p. O 13)

J&R-6 Students given instruction in the Career Notes unit "Organize and Present the Facts About You"
Will demonstrate the ability to write a cover letter of introduction
As evidenced by completion of "Write Your Cover Letter Here" (p. O 19)

J&R-7 Students given instruction in the Career Notes unit "Job Interviews"
Will demonstrate knowledge of:
- on-the-job skills and tasks
- work conditions
- hours of attendance
- training needed
- chances for advancement for at least 1 occupation of their choosing

As evidenced by completion, with 90% accuracy, of the "Interview Fact Sheet" (p. I 7)

J&R-8 Students given instruction in the Career Notes unit "Job Changes"
Will demonstrate knowledge of career-change skills:
- giving notice
- layoffs
- unemployment insurance
- desirable employer-employee relationships

As evidenced by completion, with 90% accuracy, of "It's Important" (p. J 5)

J&R-9 Students given instruction in the Mission Information unit "Mission #1: Work Site Interview" and
Having completed, with 90% accuracy, the:
-"Resource Inquiry" (p. I 5-6)
-"Interview Inquiry" (p. I 10-11)
-"Reaction Report" (p. I 14) and
Having spent at least 1 hour in a community work place interviewing a worker and
Having had the opportunity to read selections in CHOICE Occupational Resources

Will demonstrate the ability to present occupational information on:
- hours of work attendance
- on-the-job tasks
- work places
- training places
- tools and equipment
- average salary
- chances for advancement
- on-the-job use of reading and math skills
- job demand

As evidenced by completion, with 90% accuracy, of the "Fact Report" (p. I 18)

J&R-10 Students given instruction in the Mission Information unit "Mission #2: Shadowing Community Workers" and
Having completed, with 90% accuracy, the:
-"Resource Inquiry" (p. S 5-6)
-"Shadow Inquiry" (p. S 10-11) and
Having spent at least 2 hours in a community work place observing and interviewing a worker and
Having completed the "Reaction Report" (p. S 14)

Will demonstrate the ability to present occupational information on:
- on-the-job tasks
- work places
- work conditions (hours or work attendance, on-the-job advantages, and hazards)
- training places and specific skills learned at each
- tools and equipment and an on-the-job use for each
- salary
- chances for advancement
- on-the-job use of reading and math skills
- specific skills necessary for the occupation

As evidenced by completion, with 90% accuracy, of the "Fact Report" (p. S 17)

J&R-11 Students given instruction with an Occupational Resources reading selection
Will demonstrate knowledge of:
- on-the job skills and tasks
- tools or pieces of equipment and their on-the-job uses
- work places
- training places
- ways to advance in the occupation
- on-the-job uses of reading skills
- on-the-job uses of math skills

As evidenced by completion of the quiz which follows the reading selection

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Decision Making/Goal Attaining

Performance Objectives

DMGA-1 Students given instruction in the Career Notes unit "Career Clusters"
Will demonstrate ability to use the organization of occupations into the U.S. Government defined career clusters as a research tool in pursuing information about occupations of personal interest to them
As evidenced by the completion of :
- "Help Yourself" (p. C 5)
- "Research Sheet" (p. C 6)

DMGA-2 Students given instruction in the Career Notes unit "Use Resources"
Will:
- name 1 personal goal
- identify how reading resources, "people" resources, and personal experiences can help in attaining the goal

As evidenced by the completion of:
- "Think About These" (p. R 5)
- "Leg Work: A Game of Experience" (p. R 6-8)

DMGA-3 Students given instruction in the Career Notes unit "Write Away"
Will demonstrate ability to seek information about occupations of personal interest to them, including:
- on-the-job tasks
- training needed
- chances for advancement
- employment outlook

As evidenced by:
- the completion of "Rough Draft for a Letter of Inquiry" (p. W 9)
- writing and mailing at least 1 letter of inquiry to a professional association, state or national agency, or trade union

DMGA-4 Students given instruction in the Career Notes unit "Apprenticeship"
Will demonstrate ability to seek information about training and employment offered through apprenticeship programs
As evidenced by:
- the completion of "Write Your Own Letter" (p. A 6)
- writing and mailing 1 letter of request to the Bureau of Apprenticeship and Training, at the address given on p. A 6

DMGA-5 Students given instruction in the Career Notes unit "Job Interviews"
Will demonstrate:
- understanding of interview protocol
- ability to present and seek appropriate career-related information

As evidenced by the students participating in an interview mock-up in which the "Employer's Script" (p. I 19-20) and "Interview Checklist" (p. I 21) are utilized

DMGA-6 Students given instruction in the Career Notes unit "Career Advancement"
Will demonstrate an understanding of career advancement skills:
- taking initiative
- showing interest
- using resources
- having confidence

As evidenced by the completion of:
- "Take Initiative" (p. CA 3)
- "Check It Out" (p. CA 8)

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DMGA-7 Students given instruction in the Mission Information unit "Mission #1: Work Site Interview"
Will demonstrate ability to use reading resources to find out information about an occupation:
- working hours
- on-the-job tasks
- work places
- training places
- tools and equipment
- average salary
- chances for advancement
- on-the-job use of reading and math skills
- job demand

As evidenced by completion, with 90% accuracy, the "Resource Inquiry" (p. I 5-6)

DMGA-8 Students given instruction in the Mission Information unit "Mission #1: Work Site Interview" and
Having completed, with 90% accuracy, the "Resource Inquiry" (p. I 5-6) and
Having spent at least 1 hour in a community work place interviewing a worker
Will demonstrate ability to compare specific career information gained from reading to specific career information gained from interviewing community workers
As evidenced by completion, with 90% accuracy, the "Interview Inquiry" (p. I 10-11)

DMGA-9 Students given instruction in the Mission Information unit "Mission #2: Shadowing Community Workers"
Will demonstrate ability to use reading resources to find out information about an occupation:
- on-the-job tasks
- work places
- work conditions (work hours, advantages, hazards)
- training places and specific skills learned at each
- tools and equipment and an on-the-job use for each
- salary
- chances for advancement
- on-the-job use of reading and math skills
- specific skills necessary for the the occupation

As evidenced by completion, with 90% accuracy, of the "Resource Inquiry" (p. S 5-6)

DMGA-10 Students given instruction in the Mission Information unit "Mission #2: Shadowing Community Workers" and
Having completed, with 90% accuracy, "Resource Inquiry" (p. S 5-6) and
Having spent at least 2 hours in a community work place observing and interviewing a worker
Will demonstrate ability to compare specific career information gained from reading to specific career information gained from observing and interviewing community workers
As evidenced by completion, with 90% accuracy, the "Shadow Inquiry" (p. S 10-11)

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Self Awareness Profile

STUDENT _____ INSTRUCTOR _____

Book/Chapter	Pages	Skill #	Begin	End	Rating*
Career Notes					
"Know Yourself"	K 1-4	SA-1			
"Values"	V 1-10	SA-1			
"Learn About Yourself"	L 1-2	SA-3			
"Work Readiness"	WR 1-7	SA-4			
"Job Interviews"	I 1-13	SA-5			
"Organize and Present the Facts About You"	O 1-5	SA-6			
"Organize and Present the Facts About You"	O 14	SA-7			
Mission Information					
"Mission #1"	I 1-14	SA-8			
"Mission #2"	S 1-14	SA-9			

*For competency descriptions see Performance Objectives

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Job & Role Awareness. Profile

STUDENT _____ INSTRUCTOR _____

Book/Chapter	Pages	Skill #	Begin	End	Rating*
Career Notes					
"First Applications"	F 1-6	J&R-1			
"Career Clusters"	C 1-4	J&R-2			
"Organize and Present the Facts About You"	O 6-8	J&R-3			
"Know About the Working World"	WW 1-11	J&R-4			
"Organize and Present the Facts About You"	O 9-13	J&R-5			
"Organize and Present the Facts About You"	O 15-19	J&R-6			
"Job Interviews"	I 1-13	J&R-7			
"Job Changes"	J 1-5	J&R-8			
Mission Information					
"Mission #1"	I 1-18	J&R-9			
"Mission #2"	S 1-17	J&R-10			
Occupational Resources					
		J&R-11			

*for competency descriptions see Performance Objectives

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Decision Making/Goal Attaining Profile

STUDENT _____ INSTRUCTOR _____

Book/Chapter	Pages	Skill #	Begin	End	Rating*
Career Notes					
"Career Clusters"	C 1-6	DMGA-1			
"Use Resources"	R 1-8	DMGA-2			
"Write Away"	W 1-10	DMGA-3			
"Apprenticeship"	A 1-8	DMGA-4			
"Job Interviews"	I 1-22	DMGA-5			
"Career Advancement"	CA 1-9	DMGA-6			
Mission Information					
"Mission #1"	I 1-6	DMGA-7			
"Mission #1"	I 7-11	DMGA-8			
"Mission #2"	S 1-6	DMGA-9			
"Mission #2"	S 7-11	DMGA-10			

*For competency descriptions see Performance Objectives

Work on this curriculum is performed persuant to project # 28-84-0023 with the United States Department of Education. Funds were obtained through Title I ESEA Migrant Education Funds public law 95-561 section 143. The opinions expressed do not necessarily reflect the position or policy of the United States Department of Education and no official endorsement should be inferred.

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TRAINING AND CONSULTANT SERVICES ARE AVAILABLE

For information please contact:

Lynne Crockett, Ilse M. Pitts, or Margaret Taylor

CHOICE

P.O. Box 250

New Paltz, NY 12561

Telephone: (914) 257-2117

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Training and consultant services available.
For information, contact:

Connie Gans, Pat Hoppe, Elisa Ross, or Margaret Taylor
CHOICE
P.O. Box 250
New Paltz, New York 12561

Telephone 914-257-2117